STUDENT TEACHING HANDBOOK

SB 2042 Multiple Subject Credential Program

For Student Teachers, Cooperating Teachers and University Supervisors

Multiple Subjects Credential Program
EDMS 4190 Student teaching Practicum I 3 units
EDMS 4191 Student teaching Practicum II 5 units
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STUDENT TEACHER'S INSTRUCTIONS

Introduction
Student teaching is the culminating field experience for students enrolled in the Multiple Subject Credential Program at California State University, Stanislaus. This experience affords an opportunity for the student teacher to utilize current teaching-learning research to create well functioning classroom environments where children interact and learn the state-adopted academic content standards together. Student teaching provides an opportunity to design and modify instruction, curriculum, and learning environments to meet the varied learning, academic, and social needs of a diverse population. To facilitate a successful student teaching experience, cooperating teachers, University supervisors and student teachers form a team to explore issues of teaching in the elementary school classroom.

This Handbook has been prepared as a guide for student teachers, cooperating teachers, and University supervisors. It is intended to answer some of the questions that may arise during the student teaching experience. However, no handbook can be written which would provide answers to every question or concern that might arise. The Office of Field Services, the Director of Field Services and the Coordinator of the Multiple Subject Credential Program, can answer those questions that are not answered by this Handbook.

The Multiple Subject Credential Programs at California State University, Stanislaus are based upon the belief that the public schools have an integral role in the preparation of teachers. Since the mentoring and supervision of prospective teachers is a complex function, it is our hope that this Handbook will provide relevant guidelines for the supervision of student teachers.

Contact Information: Problems or Questions
You may contact the Office of Field Services at 209-667-3230 or azimmerman@csustan.edu or the Director at 209-667-3638 or ecosta@csustan.edu.

STUDENT TEACHING AND SUPERVISION SCHEDULE

The student teaching placement is for sixteen weeks. The University assigns the candidate to a classroom (candidates cannot make their own selection of student teaching placements). If the classroom to which the student teacher is assigned is on a year-round schedule, there may be a break of two weeks in the middle of the placement when the classroom is “off-track.” Therefore, if there is a break, it might take a total of eighteen weeks from the beginning to the end of student teaching.

Cooperating teachers in collaboration with University Supervisors may also modify this schedule to accommodate year-round schedules, school vacation breaks, and mandated state testing.

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<td>Co-Teach</td>
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1. WEEKS 1-2: Observations and Beginning of Teaching - The supervisor will meet with you and your student teacher prior to or during the first week of the placement. There are two main goals for these first two weeks:

1.1 Observations in Various Grade Levels - The student teacher is to observe in your classroom and across grade levels. She/he is to spend time observing your procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

1.2 Begin Limited Teaching – The student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping the students complete
assignments. In the second week the student teacher may begin assuming responsibility for teaching a group, such as a reading or math group.

2. **WEEKS 3-6: Assumption of First Teaching Experiences** - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback from the cooperating teacher to the student teacher will be helpful. The cooperating teacher may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

At the end of the fifth week the cooperating teacher, in collaboration with the supervisor will complete the **Formative Assessment of Student Teaching**. At this point, it is expected that the student teacher should meet only a few of the competencies listed on this form. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the supervisor. It is also the time to set goals for the second half of the experience, which should be included in this form.

TPA: It is recommended that student teachers complete TPA Task 2 at the end of the third week of student teaching and TPA Task 3 at the end of the sixth week of student teaching.

3. **WEEKS 7-11: Co-Teaching** – During these weeks, the student teacher can assume responsibility for teaching two or three subjects. He/she continues to provide detailed lesson plans for the cooperating teacher to review and approve.

At the end of the tenth week the cooperating teacher, in collaboration with the supervisor, will complete the **Formative Assessment of Student Teaching**. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the supervisor. It is also time to set goals for the last part of the student teaching experience.

TPA: It is recommended that student teachers complete TPA Task 4 at the end of the ninth week of student teaching.

4. **WEEKS 12-13: Guided Solo Teaching** – During these weeks, the student teacher is responsible for lesson planning, instruction, and assessment of students for all subjects. However, the cooperating teacher is requested to stay in the classroom and monitor the teaching. The cooperating teacher may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for teacher approval. The cooperating teacher should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student.

5. **WEEKS 14-15: Solo Teaching** - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by the cooperating teacher in advance. Classrooms should be run as if the cooperating teacher was there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. The cooperating teacher should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits it, the cooperating teacher should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

6. **WEEK 16: Phase Out/Work on Any Remaining TPA Tasks** - During the last week of the placement the student teacher is "phased out" and the cooperating teacher assumes normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching. Finally, the student teacher may work on any remaining TPA tasks.

**Teacher Performance Assessment (TPA) for Candidates Who Entered Program in Summer 2008 and Beyond**

Student teachers who began the credential program in summer 2008 and beyond must complete and pass the TPA in order to earn their teaching credential in California. The TPA is a performance assessment that requires candidates to work with students and teach a lesson prior to completing the forms.

Task 1 of the TPA is a based on scenarios and is completed in the first semester of the credential program when candidates are taking methods courses. Task 2, 3, and 4 require real classes, including an English learner and a special needs students to complete. We recommend that student teachers complete Task 2 at the end of week 3, Task 3 at the end of week 6 and Task 4 at the end of week 9. This way the student teacher may have all of these completed prior to beginning "solo" teaching. All supervisors have been trained in the TPA and can serve as a resource.
Credential Program Portfolio

1) MSCP Portfolio for Candidates Who Entered Program Prior to Summer 2008 – Student teachers must have their portfolio binder with them at the school site. Both the cooperating teacher and University supervisor may wish to check the lesson plans, reflections, and other materials included in the portfolio. Consult the Portfolio Packet for what to include in the portfolio. The Portfolio will be used to complete the Summative Evaluation of Student Teaching form. The Record of Observations form must be given to the supervisor at the final evaluation conference.

2) MSCP Binder for Candidates Who Entered Program in Summer 2008 and Beyond (students who must complete TPA exam) - Student teachers must have their binder with them at the school site. Both the cooperating teacher and University supervisor may wish to check the lesson plans, reflections, and other materials included in the binder. Student teachers do not need all the materials that are listed on the Portfolio Packet for students who do not need to complete the TPA. The binder will be used to complete the Summative Evaluation of Student Teaching form. The Record of Observations form must be given to the supervisor at the final evaluation conference.

3) Portfolio/Binder Location - Place the binder in a prearranged location in the classroom so that the supervisor and cooperating teacher are able to refer to it.

Fall Semester Student Teaching
Fall Semester student teaching usually begins in mid-August and ends in mid-December. The Office of Field Services will inform students of the exact dates.

Spring Semester Student Teaching
Spring Semester student teaching usually begins in mid-January and ends at the end of May. The Office of Field Services will inform students of the exact dates.

TEACHING INTERNSHIPS

Internships are not provided by the University. Students interested in being interns must contact the districts, apply for the position and be hired by the school district.

Student Teaching Requirement as an Intern

1) Students who become interns upon entering the program must register for one student teaching course each semester for the first two semesters. They will be supervised for two semesters. They will have the same number of visits and formal observations as student teachers, but their supervision will be dispersed over the entire year.

2) Students who become interns after completing all coursework can register for both student teaching courses in one semester. They will be supervised for one semester in the same manner as student teachers.

After being offered an intern position, students must call the Credentials Processing Office in DBH 303 (667-3534) to apply for an Intern Credential.

In order to receive credit and be supervised, interns must register for EMDS 4190 Student Teaching Practicum I and EMDS 4191 Student Teaching Practicum II. The paid intern teaching time counts in place of student teaching.

In order for the paid internship position to count in lieu of student teaching, the classroom must meet the following credential program requirements:

1) For regular candidates (non-BCLAD): At least 25% of the students must be minority

2) For BCLAD emphasis candidates: The classroom must be a designated bilingual classroom for the language of emphasis.

If the classroom does not meet this requirement, it may be necessary to do a seven-week student teaching assignment in another classroom in the summer or while off-track from a year round school.

Support for Interns
School Districts that hire interns have agreed to assign an intern support provider or mentor to help the intern adjust to the new school setting. The University also assigns a supervisor who observes lessons and provides feedback on the observation. The intern and supervisor also hold conferences at which point the intern can ask questions or ask for assistance.
PROCESS FOR ASSIGNING STUDENT TEACHING PLACEMENTS

During the first semester in the credential program, candidates receive an email from the Office of Field Services listing the dates, times and locations for the Student Teaching Orientation and containing an attached Application for Student Teaching. Candidates who do not receive this email should contact the Office of Field Services.

Orientation to Student Teaching
All candidates who wish to student teach must attend an Orientation to Student Teaching. This Orientation is usually in October for those wishing to student teach in spring semester and in March or early April for those wishing to student teach in the fall semester.

Application to Student Teach
The first step in the student teaching process is for credential applicants to submit an Application to Student Teach. Due dates will be announced each semester. All candidates including students who will be interns or are in a special grant program must submit an application. Candidates who do not submit an application will not be assigned to student teaching.

Applications to student teach are emailed (to the CSU Stanislaus email account) to all students taking credential course in late September and late February. Candidates who do not receive this email should contact the Office of Field Services at 667-3230 or azimmerman@csustan.edu.

Completion of Program Requirements
Candidates must complete all program courses prior to student teaching placement with a grade of C or better and have a minimum grade point average of 3.0.

California law requires anyone working in the schools be fingerprinted and cleared by the State. A candidate cannot be placed in a student teaching placement until the Credential Program has received the Certificate of Clearance from the California Commission on Teacher Credentialing (CCTC). School Districts may require that the student teacher be fingerprinted again in order to student teach in their schools (currently both Lincoln Unified and Tracy Unified require this). If requested to do so, the student teacher must agree to be fingerprinted and must agree to comply with any regulations of the school district.

Assignment of Placement
The Office of Field Services assigns the candidate to a school and cooperating teacher for the Student Teaching Practicum. The goal is to place each student as close to his or her city of residence as possible. Those who fail to meet the application deadline or have not completed all requirements are not assigned for that semester and must reapply to student teach in another semester.

Notification of Placement and Supervisor
Generally, candidates are notified two weeks prior to the start of the placement of the school and cooperating teacher for their assignment. (Students who meet only the Late Completion deadline may have less time between the notification and start of the placement). Candidates will be informed of their placement by email (to the CSU Stanislaus email account).

Candidates who are not placed in a student teaching assignments because they failed to meet the requirements to student teach will be notified.

Classes in Which to Register/Timelines
During the Student Teaching Semester, students will register in:
- EDMS 4180 Classroom Management/Professional Practices 3 units (meets in the evening)
- EDMS 4190 Student teaching Practicum I 3 units
- EDMS 4191 Student teaching Practicum II 5 units

Students must register prior to placement in a school. Students who do not register two weeks prior to the start will not be placed in student teaching.

It is advised that student teachers complete all other courses prior to student teaching. However, if it was impossible to do so, student teachers may also enroll in ONE of the following courses (must select a section that meets in the evening or online):
- EDMS 4100 Foundations of Education in a Diverse Society 3 units, or
- EMD 4150 Methods of Multilingual Education, 3 units, or
- EDIT 4170 Technology Foundations, 2 units, or Register to take CSET Preliminary Ed Tech Test, or
- EDSE 4160 Foundations of Special Ed and/or HLTH 4165 School Health (may enroll in both)
ETHICAL AND PROFESSIONAL STANDARDS

Students are expected to follow the CSU Stanislaus, California Commission on Teacher Credentialing (CCTC), and National Council for Accreditation of Teacher Education (NCATE) professional and ethical standards in all coursework and fieldwork as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession. The Program continually evaluates students' suitability for program.

Standards of conduct are noted in the University catalog, student handbook, faculty syllabi, and on the Formative and Summative Assessment of Student Teaching and include:

1. **Professional Attitude**
   a. Demonstrates openness to critical assessments of progress.
   b. Believes that all students can learn.
   c. Values diversity and advocates for social justice: Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student. (NEA Code of Ethics)

2. **Absences and Tardies**
   a. Attends courses regularly and punctually—if two (2) absences or three (3) tardies occur in the same class, the Student Concern Profile procedure will be initiated.
   b. Notifies cooperating teacher/university supervisor/faculty member in advance of absences.

3. **Late Assignments/Unpreparedness**
   a. Meets deadlines for assignments.
   b. Makes appropriate arrangements for classroom activities and/or instruction during absences.
   c. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks.

4. **Academic Integrity**
   a. Plagiarism—All submitted course work must be the student’s own work and no one else’s, unless expressly permitted by the instructor.
   b. Examinations and Quizzes—Student may not give, receive, or use unauthorized assistance during an examination, from another person’s notes or other communication.
   c. Course Work—Student may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Students must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
   d. Lab, Clinical and Field work—Student may only submit the results of another student’s lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.

5. **Professional Conduct**
   a. Demonstrates openness to critical assessments of progress.
   b. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
   c. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
   d. Reflects and self-assesses to improve practice.
   e. Collaborates effectively.
   f. Practices legal and ethical behavior. Student shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law (NEA Code of Ethics).

6. **Appropriate Professional Appearance**
   a. Maintains an appropriate professional appearance.
   b. Follows the dress code standards set by the school district in which fieldwork or student teaching is taking place.

7. **Effective Communication**
   a. Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
b. Maintains confidences as appropriate to the setting. Student shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs.

**Professional Dress for School Visits and Student Teaching**

Most schools in which our students complete observations and student teaching require teachers to “dress professionally.” Most school districts have a stipulated dress code for its faculty, to which student teachers who work in their district must also adhere.

The Credential Program requires all students to dress professionally for all Field Work in the Program. This dress code is a good model of how to dress for visits to schools and for student teaching, even if the school does not have a stipulated dress code:

- No jeans
- No leggings
- No sweat pants
- No shorts
- No tank tops
- No crew-neck T-shirts

**Procedure for Use of the Student Concern Profile Form**

*Careful documentation should support the use of this form. Documentation should include absences, tardies, and anecdotal information which support your concern.*

**Step 1:** Discuss behavior privately with the student.
**Step 2:** If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair’s office.
**Step 3:** If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.
**Step 4:** The Department Chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.
**Step 5:** If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Department Chair will submit this information to the program’s Selection and Review Committee with appropriate documentation. The student may choose to be present for this meeting or at the student’s discretion their interest maybe represented by the ASI Student Advocate at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.
# Student Concern Profile Form

**To:** Department Chair & MSCP Coordinator  
**Student ID#** ______________________  
**Student** ______________________________________________________________________  
**Course** ____________________ **Semester** ____________________________  

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**Step 1:** Issue was privately discussed with student on ______________.

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Faculty Signature __________________________ Date ____________  
Student Signature  (Signature does not indicate agreement or disagreement) __________________________ Date ____________

*The student has ten (10) days to submit in writing any comments pertinent to this matter to the Department Chair.*
ADDITIONAL REQUIREMENTS AND RESPONSIBILITIES

The following information is provided to help student teachers understand their requirements and responsibilities.

1. **Prior to the Official Beginning of Student Teaching**
   1) **Contact Cooperating Teacher Early** - Student teachers need to contact the cooperating teacher the week prior to the official beginning of the placement to arrange for the first meeting.
   2) **Contact the School Principal** – Some principals may want to meet with the student teacher prior to the placement; others do not want a conference but just want to be informed. In all cases, the student teacher should contact the office of the school, and introduce her/himself to the principal prior to the start of the placement.
   3) **Visit and Volunteer Early** - If possible, the student teacher is encouraged to observe and work with the cooperating teacher on a voluntary basis prior to the official beginning of student teaching. An early introduction offers an excellent opportunity to get to know the school and classroom, observe and record methods of teaching, learn about the students, discover methods of organizing the learning activities, etc. The student teacher can be of assistance to the cooperating teacher; however, the student teacher will not be expected to teach lessons at this time.

2. **Student Teacher's Information Sheet/Schedule**
   Immediately upon being assigned to a class, the student teacher should complete three **Student Teacher's Information Sheet/Schedule** found in this Handbook (copies for cooperating teacher, university supervisor and yourself). The student teacher must keep the University supervisor advised concerning any changes in schedule.

3. **Mandated Work Hours/Days for Student Teaching**
   Student teachers follow the public school calendar. They report to the school site each day that is a teacher workday during the sixteen-week placement.
   
   During these sixteen weeks, candidates report to the school NO LATER than the time that teachers must be on site and stay on site AT LEAST until the time when teachers can leave the school. However, in many cases the student teacher WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.
   
   **If the student teacher becomes ill (or is absent):**
   **Illness While at School Site**– If the student teacher becomes ill or for other reasons is unable to student teach, he/she must inform the cooperating teacher and any other person designated by the principal **before departing from the school grounds**. The University supervisor should also be notified of the absence later in the day or at the next scheduled observation.

   **Illness Prior to Going to School Site** – The student teacher must call the cooperating teacher at home or at work to inform him/her that she/he will not be coming on that day. Also, the University supervisor must be informed of the absence later that day or at the next scheduled observation.

4. **Activities**
   1) **Permission** - The student teacher should always get the cooperating teacher's approval prior to presenting a lesson or doing any other activity.
   2) **Meeting and Other School Activities** - The student teacher is required to attend all faculty meetings and school functions (such as open house, etc.). If these functions conflict with the times for required courses, the student teacher should contact the instructor teaching the class as well as the cooperating teacher for suggestions on how to resolve the conflict.
   3) **Plan activities** so to gain as much knowledge and experience as possible.
      a. Talk with the school nurse, psychologist, and principal.
      b. Observe selected activities in which the administrators, teachers, children, and parents participate.
      c. Attend in-service sessions, meetings, and parent-teacher conferences (with permission).
      d. Observe and participate in the many teacher activities as soon as possible (before and after school, at recess and lunch time, on field trips).
      e. Serve on recess, lunch, and bus duty when the cooperating teacher is scheduled to do so.
   4) **Required reading** includes:
      a. School policies & procedures 
      b. Student policies & procedures
      c. Classroom rules
      d. District policies and procedures
      e. School rules
5. **Special Meetings**
   1) Student teachers are required to attend all meetings called by your University supervisor, cooperating teacher, or school site administrators.

6. **Lesson Plans**
   1) **For Cooperating Teacher** - *Every lesson* taught must be accompanied by a detailed plan until modified by the cooperating teacher and University supervisor. The modifications will vary but some type of lesson plan will always be required. **Interns are required to do block planning for each week**
   2) **For University Supervisor** - The student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the University supervisor.

7. **Substitute Teaching**
   1) A student teacher who has a substitute teaching credential that authorizes the holder to substitute teach in the district to which he/she is assigned may substitute ONLY FOR THE COOPERATING TEACHER. The student teacher should read the detailed “Policy on Substituting While Student Teaching” included in the program Handbook.
   2) Student teachers who are off-track or on vacation from their student teaching placement, may substitute in any school. It is their time.

8. **Student Teacher - Cooperating Teacher Conferences**
   1) **Introductory Conference** - In the first week of the placement, the student teacher will have a conference with the cooperating teacher and University supervisor. In this conference, the supervisor will explain to the student teacher and the cooperating teacher the timelines and expectations for the student teaching placement.
   2) **Formative Assessment of Student Teaching** - The student teacher is required to have a formative assessment conference at weeks 5 and 10 of the placement with the cooperating teacher and University supervisor to discuss the written form. This form is to be turned in to the University supervisor immediately upon completion. The student teacher must keep one copy in the portfolio.
   3) **Summative Assessment of Student Teaching** - The student teacher is to have a formal final evaluation conference in Week 16 with the cooperating teacher and University supervisor to discuss the form. All parties must sign the form.
   4) **Daily Conferences** – The student teacher and cooperating teacher need to have a daily conference to discuss the day’s lessons, and plan for the next day. Cooperating teachers will work with their student teachers in providing opportunities for positive reinforcement and constructive suggestions. The cooperating teacher will give the student teacher special assignments and provide regular assistance.
   5) **Interns** - Interns will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. Interns are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the University Supervisor in consultation with the mentor/buddy teacher and the site principal.

9. **Student Teacher - University Supervisor Conferences**
   1) **Introductory Conference** - In the first week of the placement, the student teacher will have a conference with the cooperating teacher and University supervisor. In this conference, the supervisor will explain the timelines and expectations for the student teaching placement.
   2) **Formative Assessment of Student Teaching** - The student teacher must have a formal midterm conference at weeks 5 and 10 of the placement with the cooperating teacher and University supervisor to discuss the written form. This form is to be turned in to the University supervisor immediately upon completion. A copy must be kept in the portfolio.
   3) **For interns who are doing half of their student teaching each semester**, the **Formative Assessment of Student teaching** will be completed twice in the first semester and once in the second semester and the **Summative Assessment of Student teaching** will be completed at the end of the second semester of student teaching.
   4) **Summative Assessment of Student Teaching** - The student teacher must have a formal final evaluation conference in Week 16 with the cooperating teacher and University supervisor to discuss the written form. All parties must sign the form. The master form is given to the University supervisor and one copy goes into the student teacher’s portfolio.
   5) **Formal Lesson Observations Records** - The supervisor is to observe A MINIMUM OF EIGHT COMPLETE LESSONS AND HOLD A CONFERENCE WITH THE STUDENT TEACHER AFTER EACH OF THESE LESSONS. After each lesson, the student teacher MUST sign the form that records the visits and observations by the supervisor. A copy must be kept in the Portfolio.

10. **Letters of Recommendation**
    1) The student teacher should request letters from the cooperating teacher, University supervisor and the site administrator (if possible). Before asking the site administrator to write a letter, the student teacher should invite him/her to observe a lesson. Note that requests for observations and letters from principals should be made well in advance of the date (3-4 weeks).
2) If the school has a curriculum person, the student teacher may wish to invite that person to observe and write a letter as well.

11. Required Observations
   1) All student teachers are required to conduct observations of teaching in the classroom of assignment and in other classrooms that are substantially different from the grade of the student teaching assignment. During the first two weeks of the student teaching placement, student teachers should observe at least one lesson per day in a room other than that to which they are assigned to student teach.
   2) During times when the teacher is “off-track” the student teacher can also use some of that time to observe in other classrooms.

   The attached Record of Observations Form must be completed and submitted to the supervisor at the end of the Student Teaching semester.

12. Off-Track Times
   1) Student teachers will often be assigned to classrooms that are on a year-round schedule. This means that the cooperating teacher may go on vacation for a period of 3 to 4 weeks during the 16 weeks of the student teacher placement. During this off-track time, student teachers will be assigned to another classroom at the school, and preferably to a classroom whose grade is vastly different from the room to which the student teacher was assigned.
   2) While assigned to this classroom, student teachers can conduct observations, and must use the time to teach small groups and even whole class lessons.
   3) Students teachers may also have some break time from the student teaching assignment during this time, if the semester schedule allows for more than a total of 16 weeks. The critical part is that all students will be at a school site for a total of 16 weeks.

13. Formats for Writing Lesson Plans
   The following provide two formats to use when writing lessons plans for the cooperating teacher and university supervisor. The student teacher should select the format that is most appropriate for the lesson being taught.

Program Forms are at the back of this Handbook.
**LESSON PLAN #1**

**Direct Instruction Lesson Plan**

Original to: University Supervisor, Cooperating Teacher  
Copy to: Student teacher

Your Name ____________________________________________________________________________

Date_____________________________ Estimated Lesson Length________________________________

Lesson Objective (What will the students **be able to do** at the end of the lesson that they **cannot do** at the beginning?):

___________________________________________________________________________________________________

California Content Area Standards to Be Taught: __________________________________________________________

**Five-Step Lesson Plan**

Step I. ANTICIPATORY SET (INTRODUCTION) (setting the stage: preparing students for learning)

- **Objective**: State the objective in student terms (What will the students be able to do at the end of the lesson that they could not do at the beginning?).
- **Purpose**: What purpose for learning will you provide that has meaning for all students?
- **Review**: What prior knowledge will you review that is needed to be successful in this lesson?
- **Will you establish positive transfer from prior learning, life experiences?**
- **How will you focus the learner on the learning?**
  - Is the focus relevant to diverse students’ backgrounds or experiences?
  - Is it relevant to the English language learner’s?

Step II. INSTRUCTION (INPUT)

- What information will you provide? What will you say?
- What examples are you planning to model?
- Have you utilized student questioning as an instructional strategy?
- Have you planned to provide for various modes of learning (visual, auditory, and kinesthetic/tactile)?
- Is there a progression from teacher demonstration to gradually having the students assume more responsibility for explaining what to do next?
- Are the activities congruent with the objective?
- Are you modeling what the students are expected to do?
- When and how will you check for understanding? How will you monitor and adjust during the lesson? When is it likely to be necessary?
- How will you assess the students’ readiness to begin guided practice?
- Are your directions planned out in detail? Will they be easy to follow?

Step III. GUIDED PRACTICE

- How will you monitor the students while they are practicing so as to ensure that they are doing the work correctly?
- Is the students’ work being checked every minute to ensure that they are doing it properly?
- What/how will the student practice?
- How will you illicit overt student responses that demonstrate the behavior stated in your objective?
- How will you provide feedback to the students?

Step IV. QUICK ASSESSMENT) (final check for understanding before independent practice)

- What will you have each student do to find out if s/he learned the content of this lesson and whether or not the student can complete the independent practice exercises without errors?

Step V. INDEPENDENT PRACTICE

- What will the student do to use/practice the new knowledge?
- Is practice massed in beginning stages?
- Have you limited the amount of time to about 15 minutes?
LESSON PLAN #2

Inductive Lesson Plan

Original to: University Supervisor, Cooperating Teacher
Copy to: Student teacher

Your Name _____________________________________________________________________________

Date:     _________________________________     Estimated time for lesson: _______________________

California Content Standards to Be Taught: _____________________________________________________________________
_________________________________________________________________________________________________________

Lesson Objectives (What will the students be able to do at the end of the lesson that they cannot do at the beginning?):
__________________________________________________________________________________________________________

Materials: ________________________________________________________________________________________________
__________________________________________________________________________________________________________

Step 1.  INTRODUCTION/ANTICIPATORY SET
   -What are the directions for the lesson?
   -Will you demonstrate the task or procedures?
   -What will you review or how will you activate prior knowledge for the success of this lesson?

Step 2.  LESSON DEVELOPMENT/PROCEDURES (THE ACTIVITY)
   -Describe in detail what you will teach and what the students will be doing.
   -How will you monitor the students so you know they are being successful?
   -What questions will you ask during the lesson to deepen the students’ thinking?
   -List 2-5 questions you will ask to help students understand the concept.

Step 3.  WRAP-UP/DEBRIEFING
   -How will you close the lesson and have the students “pull-together” what they learned?
   -List the 2-5 key questions you will ask to determine if students learned what you taught.
REFLECTING ON LESSON PLANNING AND TEACHING

PRIOR TO THE LESSON:
• Did you check student's prior knowledge to determine appropriate starting places for instruction?
• Did you determine lesson objective in behavioral terms? (What will the students be able to do at the end of the lesson that they cannot do at the beginning?)
• Did you list all materials and resources needed for the lesson?
• Did you list estimated time frame for each part of lesson?
• Did you identify objectives, ideas and concepts for student learning?
• Did you integrate subject matter with other disciplines as appropriate?

THROUGHOUT THE LESSON:
• Have you decided how to monitor (and adjust when necessary)?
• Did you plan on constant checks for understanding?
• How will you provide immediate, specific feedback?
• Are active participation techniques included throughout?
• Are the students actively engaged in the activities?
• Have you included instructional strategies for English learners?
• Have you included instructional strategies for students with special needs?
• Have you included instructional strategies for gifted and talented students?

AFTER TEACHING A LESSON
After teaching the lesson, please reflect on your practice using the following questions:
• Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
• To what extend did the class or group as a whole achieve the academic learning objectives of the lesson?
• In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
• What will you do for the student(s) who did not achieve the academic learning goals?
  In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?
• What will you do for the English learners and the challenged students who did not achieve the academic learning goals?
• Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
• After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
• What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?

Interns: Should reflect on a weekly basis on how things are progressing in their classroom. You may use of the questions listed above to help you reflect. This reflection is in writing and is included in your binder.
COOPERATING TEACHER'S INSTRUCTIONS

These instructions will be given to your cooperating teacher.

INTRODUCTION

We would like to take this opportunity thank you for your time and effort in working with student teachers. We appreciate the critical role of the cooperating teacher in the teacher education process. Your student teacher will be with you for sixteen weeks. The following information is provided to help you understand the requirements and responsibilities of being a cooperating teacher. The timeline is offered as a suggestion to help you and your student teacher; however, as each student teacher is different, please modify the timeline as necessary. Copies of the two forms that you will be using are attached to this letter. Your student teacher is in your classrooms to learn about all parts of the teaching experience. Therefore, he/she should shadow you in all things that you do (yard duty, teacher meetings, student study team meetings, etc.).

Your student teacher may be used only as your substitute teacher and only if he/she has the State-required credential that authorizes service in your district. The student teacher has the complete Policy on Substituting Teaching in her/his Program Handbook.

Each student teacher will be assigned a University Supervisor who will serve as a liaison between you and the University. It is also his/her goal to help you and your student teacher have a productive learning experience. It is not necessary to limit discussions only to observation days. If it is helpful to you, the Supervisor will be more than happy to talk with you on the phone or set additional times and places to meet. Should you have serious doubts concerning the student teacher’s competence or professional behavior, you should contact the University Supervisor immediately rather than wait until later in the student teaching experience. Please feel free to telephone the supervisor or the University Office of Field Services (209-667-3230) at any time.

STUDENT TEACHING PROCEDURES AND TIMELINES

This table gives a summary of what the Student Teachers should be doing at each stage of the student teaching placement. It also gives the anticipated dates for visits by the University Supervisor (actual dates may vary).

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<td>ACTIVITY</td>
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<td>Observe/ Teach Groups</td>
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<td>Co-Teach</td>
<td>Guided Solo</td>
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<td>Phase-out Work on TPA</td>
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Schools on Year-Round Schedules

If your school is on year-round schedules, it will be necessary to adjust this schedule to take into consideration the “off-track times.” Therefore, one of the first things that you and the supervisor should do is make out the plan for the semester. If you are on a year-round schedule we ask that during the off-track time you and the site principal work together to designate another classroom where the student teacher can work for the 2 weeks of the off-track time (preferably in the same school if possible or another school in the District if the school is on a single-track year round schedule). It is recommended that if at all possible, the student teacher be assigned to a grade that is vastly different from yours during this time (for example, if yours is a first grade classroom, if would be good for the student teacher to go to a fifth or sixth grade classroom). This way, student teachers get to experience both a primary and intermediate classroom during their placement. Note: Typically, if the school is on a 60/20 plan, the student teacher would work for 2 weeks in another classroom and have 2 weeks of vacation.

The off-track time also provides an opportunity for student teachers to observe in a variety of classrooms and thus expand their experiences.
Timelines

1. **WEEKS 1-2: Observations and Beginning of Teaching** - The supervisor will meet with you and your student teacher prior to or during the first week of the placement. There are two main goals for these first two weeks:
   1.1 **Observations in Various Grade Levels** - The student teacher is to observe in your classroom and across grade levels. She/he is to spend time observing your procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

   1.2 **Begin Limited Teaching** – The student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping students complete assignments. In the second week the student teacher may begin assuming responsibility for teaching a group, such as a reading or math group.

2. **WEEKS 3-6: Assumption of First Teaching Experiences** - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. You should do most of the planning or plan together with the student teacher. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback from you to the student teacher will be helpful. You may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

   At the end of the fifth week, you, in collaboration with the supervisor will complete the Formative Assessment of Student Teaching. At this point, it is expected that the student should meet only a few of the competencies listed on this form. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the supervisor. It is also the time to set goals for the second half of the experience, which should be included in this form.

   It is recommended that student teachers complete TPA Task 2 at the end of the third week of student teaching and TPA Task 3 at the end of the sixth week of student teaching.

3. **WEEKS 7-11: Co-Teaching** – During these weeks, the student teacher can assume responsibility for teaching two or three subjects. He/she continues to provide detailed lesson plans for your review and approval.

   At the end of the tenth week, you, in collaboration with the supervisor, will complete the Formative Assessment of Student Teaching. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the supervisor. It is also time to set goals for the last part of the student teaching experience.

   It is recommended that student teachers complete TPA Task 4 at the end of the ninth week of student teaching.

4. **WEEKS 12-13: Guided Solo Teaching** – During these weeks, the student teacher is responsible for lesson planning, instruction, and assessment of students for all subjects. However, you are requested to stay in the classroom and monitor the teaching. You may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for your approval. You should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student.

5. **WEEKS 14-15: Solo Teaching** - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by you in advance. Classrooms should be run as if the teacher were there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. You should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits it, you should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

6. **WEEK 16: Phase Out/Work on Any Remaining TPA Tasks** - During the last week of the placement the student teacher is "phased out" and you assume normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching. Finally, the student teacher may work on any remaining TPA tasks.
The **Summative Assessment of Progress** form is to be completed by you in collaboration with the supervisor. This is a final evaluation of the student teacher. To obtain credit for student teaching, the student teacher must meet all the Teacher Performance Expectations on this form (to meet the TPE, the student teacher should have met at least 80% of the competencies listed under each TPE). A conference will be held with the student teacher, university supervisor and you to review the evaluation given in this form. This form is given to the supervisor to be taken to the University.

**Teacher Performance Assessment (TPA)**

Student teachers who began the credential program in summer 2008 and beyond must complete and pass the TPA in order to earn their teaching credential in California. The TPA is a performance assessment that requires candidates to work with students and teach a lesson prior to completing the forms.

Task 1 of the TPA is based on scenarios and is completed in the first semester of the credential program when candidates are taking methods courses. Task 2, 3, and 4 require real classes, including an English learner and a special needs student to complete. All supervisors have been trained in the TPA and can serve as a resource to you. We ask that you become familiar with this assessment and support your student teacher as much as possible.

**Forms to Use**

The two forms attached to this letter, **Formative Assessment of Student Teaching** and the **Summative Assessment of Student Teaching** are the only forms that you are required to complete. However, written feedback to the student teacher about his/her teaching is always encouraged. You may choose to use the same form used by the supervisor to document lesson observations to provide this feedback.

**Observations**

The Cooperating Teacher is encouraged to make regular observations of the student teacher. The student teacher will benefit from:

- Acknowledgment of his/her strengths
- Encouragement to learn from mistakes
- Support for trying new strategies and techniques
- Prompt follow-up critiques
- Concise written comments on lesson plans

**Student Teacher - Cooperating Teacher Conferences**

**Introductory Conference** - In the first week of placement, you will have a conference with the student teacher and university supervisor. In this conference, the supervisor will explain to you and the student teacher the timelines and expectations for the student teaching placement. At this point, you may wish to modify the suggested timelines for the student teaching placement to accommodate off-track times or required state testing.

**Daily Conferences** - You and the student teacher need to have a daily conference to discuss the day’s lessons, and plan for the next day. We recommend that you provide the student teacher positive reinforcement and constructive suggestions. You should give your student teacher special assignments and provide regular assistance.

**Formative Assessment of Student Teaching** - You are to have formative assessment conferences at weeks 5 and 10 of the placement with the student teacher and supervisor to discuss the written form. This form is to be turned in to your supervisor immediately upon completion.

**Summative Assessment of Student Teaching** - You are to have a formal final evaluation conference in Week 16 with the student teacher and supervisor to discuss the evaluation. Do not forget to sign the form. This form is to be turned in to your supervisor immediately upon completion.

The supervisor will meet with the student teacher once every other week during the first nine weeks and weekly for the last seven weeks. The supervisor will do eight formal observations. This may be increased as necessary. The supervisor will generally have a pre-conference just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the student teacher for a post-conference. The cooperating teacher may need to assume teaching duties immediately before and/or after the observation so that the student teacher and supervisor can meet.

**Observation by Administrator and Letter of Recommendation**

If the student teacher would like a formal observation conducted by your principal or other administrator, your assistance in making the arrangements would be appreciated.
UNIVERSITY SUPERVISOR'S INSTRUCTIONS

STUDENT TEACHING PROCEDURES AND TIMELINES

This table gives a summary of what the student teacher should be doing at each stage of the student teaching placement. It also gives the anticipated dates for visits by the supervisor (actual dates may vary).

If the school is on year-round schedules, it will be necessary to adjust this schedule to take into consideration the “off-track times.” Therefore, one of the first things that you, the cooperating teacher and student teacher should do is make a plan for the semester. During the time that the student teacher is off-track, we ask that you and the site principal work together to designate another classroom where the student teacher can work for the 2 weeks of off-track time. It is recommended that if at all possible, the student teacher be assigned to a grade that is vastly different during this time (for example, if the placement is a first grade classroom, it would be good for the student teacher to go to a fifth or sixth grade classroom). This way, student teachers get to experience both a primary and intermediate classroom during the placement. The off-track time also provides an opportunity for student teachers to observe and teach in a variety of classrooms and thus expand their experiences.

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1. WEEKS 1-2: Observations and Beginning of Teaching – You will meet with the cooperating teacher and student teacher prior to or during the first week of the placement. There are two main goals for these first two weeks:

1.1 Observations in Various Grade Levels - The student teacher is to observe in the classroom of assignment and across grade levels. The student teacher is to spend time observing the cooperating teacher’s procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

1.2 Begin Limited Teaching – Student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping students complete assignments. In the second week student teachers may begin assuming responsibility for teaching a group, such as a reading or math group.

2. WEEKS 3-6: Assumption of First Teaching Experiences - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. The cooperating teacher should do most of the planning or plan together with the student teacher. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback by the cooperating teacher will be helpful. The teacher may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

At the end of the fifth week, the teacher in collaboration with you will complete the Formative Assessment of Student Teaching. At this point, it is expected that the student should meet only a few of the competencies listed on this form. A conference must be held with student teacher, the cooperating teacher and you discuss the evaluation. This original form is to be given to the university. It is also the time to set goals for the second part of the experience, which should be included in this form.

It is recommended that student teachers complete TPA Task 2 at the end of the third week of student teaching and TPA Task 3 at the end of the sixth week of student teaching.

3. WEEKS 7-11: Co-Teaching – During these weeks, the student teacher can assume responsibility for teaching one, two or three subjects. He/she continues to provide detailed lesson plans for the cooperating teacher to review and approve. At the end of the
tenth week the teacher in collaboration with you will complete the **Formative Assessment of Student Teaching**. A conference must be held with student teacher, the cooperating teacher and you discuss the evaluation. It is also time to set goals for the last part of student teaching. It is recommended that student teachers complete TPA Task 4 at the end of the ninth week of student teaching.

4. **WEEKS 12-13: Guided Solo Teaching** – During these weeks, the student teacher is responsible for planning and teaching the whole day. However, the cooperating teacher is requested to stay in the classroom and monitor the teaching. The cooperating teacher may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for approval. The teacher should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student teacher.

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6. **WEEK 16: Phase Out** - During the last week of the placement the student teacher is "phased out" and the cooperating teacher assumes normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching. The student may also work on any remaining TPA tasks. The **Summative Assessment of Student Teaching** form is to be completed by the cooperating teacher in collaboration with you. This is a final evaluation of the student teacher. To obtain credit for student teaching, the student teacher must meet all the Teacher Performance Expectations on this form (to meet the TPE, the student teacher should have met at least 80% of the competencies listed under each TPE. A conference must be held with student teacher, the cooperating teacher and you discuss the evaluation. The top copy of this form is given to the University. Do not forget to get all the signatures on this form.

**Teacher Performance Assessment (TPA)**

Student teachers who began the credential program in summer 2008 and beyond must complete and pass the TPA in order to earn their teaching credential in California. The TPA is a performance assessment that requires candidates to work with students and teach a lesson prior to completing the forms.

Task 1 of the TPA is based on scenarios and is completed in the first semester of the credential program when candidates are taking methods courses. Tasks 2, 3, and 4 require real classes, including an English learner and a special needs students to complete. We ask that you guide and support your student teacher as much as possible.

**Forms to Use**

1. **Formative Assessment of Student Teaching** and **Summative Assessment of Student Teaching** - These two forms are the forms to be completed for evaluative purposes.

2. **Formal Lesson Observation Record** – to record formal lesson observations

   Note: The original first copy (the white page) of these three page NCR forms is to be submitted to the Office of Field Services at the end of the Student Teaching Placement.

**Student teacher - University Supervisor Conferences**

**Meeting with Site Administrator** – All supervisors should check in the office prior to beginning conferences or observations.

   Introduce yourself to the principal, give him/her your contact information, invite him/her to collaborate in the supervision of the student teacher, and thank him/her for accepting the student teacher.

**Introductory Conference** - In the first week of the placement, you must have a conference with the cooperating teacher and student teacher. In this conference, you will explain to the cooperating teacher and student teacher the timelines and expectations for the student teaching placement. At this time, you may modify the schedule listed above in order to accommodate off-track times or state testing.

**Formal Lesson Observations** – You are to observe A MINIMUM OF EIGHT COMPLETE LESSONS AND HOLD A CONFERENCE WITH THE STUDENT TEACHER AFTER EACH OF THESE LESSONS. After each lesson, have the student teacher sign the form that records the visits and observations by the supervisor.

**Formative Assessment of Student Teaching** - You are to have a formal midterm conference with the cooperating teacher and student teacher at weeks 5 and 10 of the placement to discuss the written form. This form is to be turned in to you immediately upon completion. Keep one original and give one copy to the student teacher and cooperating teacher for inclusion in his/her portfolio.
For interns who are doing half of their student teaching each semester, the **Formative Assessment of Student Teaching** will be completed twice in the first semester (weeks 8 and 16) and once in the second semester (week 8 of the second placement) and the **Summative Assessment of Student Teaching** will be completed at the end of the second semester of student teaching.

**Summative Assessment of Student Teaching** - You are to have a formal final evaluation conference with the student teacher and cooperating teacher in Week 16 to discuss this evaluation. Do not forget to have everyone sign the form. The master form is kept for the university and copies are given to the student teacher and cooperating teacher.

*For interns: the supervisor should make regular contact with the intern support provider or mentor teacher and the site administrator and invite them to this conference.*

**Observation by Administrator and Letter of Recommendation**

If the student teacher would like a formal observation conducted by the school principal or other administrator, your assistance in making these arrangements would be appreciated.

**Formal Observations Requirements and Etiquette**

**Pre- and Post-Conference** – Supervisors must follow the pre-conference - observation – post-conference format. Make sure student teachers receive a written copy of your observation critique to include in their Portfolios or working binders. Notes on each lesson are to be original and specific to that lesson (no photocopied forms are allowed)

**Full Lesson** – In order to be able to accurately evaluate a lesson, it is imperative that the student teacher be observed for the whole lesson.

**Schedule** observations in advance.

**Follow Through** - Adhere to the scheduled observation time. This is a matter of respect. If the student teacher is expecting you on a certain day and time for an observation, you should adhere to this schedule unless there is an emergency. In case of emergency, call the school and notify the student teacher and cooperating teacher.

**Additional Observations** – Do as many as needed.

**Signatures on Forms** – All forms should be signed and dated only on the day and time when they are completed. You may not ask students to sign forms prior to or after a specific conference or observation.

**Student Teaching Observation Report**

One should be complete for each observation. This report should document the student teacher's progress. All of these should be submitted to the Office of Field Services when the student teaching is completed.

**Record of Observations and Conferences**

It is very important that this form be maintained accurately. It should document each visit and observation with the student teacher and cooperating teacher. This form is to be submitted to the Office of Field Services at the end of the semester.

**Submission of Documentation for Final Evaluation**

At the end of the Student teaching Placement submit the following documentation to the Office of Field Services for each student teacher (staple or clamp in this order):

1. **Record of Observations and Conferences**
2. **Summative Assessment of Student teaching**
3. **Formative Assessment of Student teaching** – 2 forms from weeks 5 and 10
4. **Formal Lesson Observation Records** – at least 8 of them – in reverse order (latest on top) with attached formal lesson plan
5. **Student Record of Classroom Observations** (from the student’s Portfolio)

**WEEKLY OBSERVATION GUIDELINES**

1. **PRECONFERENCE**

Format may alternate between:

- Individual pre-conference (meeting prior to observation; may be conducted via telephone).

  - The student teacher sets the stage for the University supervisor by:

    - Showing, explaining lesson plan (including objectives, instructional strategies, practice).
    - Advising the supervisor of specific areas where attention might be directed during the observation.
    - Informing the supervisor of any specific circumstances of which he/she should be aware in order to observe in a manner that will be helpful.

  - The student teacher has the opportunity to obtain feedback on questions prior to teaching the lesson.

    - The supervisor has the opportunity to discuss the upcoming observation with the student teacher.
2. OBSERVATION OF CLASSROOM LESSONS
Generally, each observation should be of one full lesson. However, for very long lessons, the observation may be terminated after about one hour if the supervisor feels that he/she has adequate information for the post-conference. This needs to be accompanied by a detailed lesson plan.

Formal lesson observations should be evenly distributed over the sixteen weeks of the placement and should adhere as much as possible to the schedule listed in the table in this Handbook. Modifications may be made to accommodate for off-track times and for mandated state testing. Only under special circumstances should two formal observations be conducted in one week; and two formal observations are never to be conducted in the same day. If there is a special circumstance that warrants doing multiple observations in the same week, contact the Coordinator of the Multiple Subject Credential Program prior to doing the observations. Use the form Formal Lesson Observation Record form to record the observation.

3. POST-CONFERENCE (on day of lesson or immediately thereafter)
• Individual post-conferences are required; the time will vary according to need and circumstance
• It is best to hold the post-conference on the day of the observation (when the lesson is fresh on everyone’s mind) but may be held on a subsequent day (if this is the only viable option).
• Discuss the data collected by the supervisor,
• Discuss the student teacher's and the supervisor's analyses of the lesson/teaching and the analysis of what occurred during the lesson.
• Establish goals for future observations.

Note: University supervisors may combine other forms of conferencing and observation with the above procedures

GUIDELINES FOR THE POSTCONFERENCE

PURPOSES
1. To help the student teachers realize their full potential by making clear your standard of performance; this enables the student to learn your preferences in quality, quantity, and methods of work and to understand your reasons.
2. To give the students a clear picture of their progress with emphasis on strengths as well as weaknesses (be sure to write comments on the lesson plans).
3. To discuss plans for improvement and suggest projects that better utilize the student's strengths.
4. To build strong, personal relationships in which both of you are willing to talk frankly.
5. To eliminate or reduce anxiety (anticipate some curiosity, tension or anxiety; be prepared to reduce it).

CONFERENCE ATMOSPHERE
1. Create the impression that you have time for the conference and that you recognize that it is highly important.
2. Place primary interest upon the development and growth of the student teacher. The student teacher must feel that the activity is a constructive, cooperative one. Avoid implications that the meeting is used for disciplinary purposes.
3. Leave the impression that your evaluation is formative and is not unalterable or permanent.
4. Listen attentively as well as politely. Avoid domination or cross-examination.
5. Encourage the student teacher to do some self-evaluation of the lesson by asking what he/she would do again in teaching the lesson and what he/she would do differently the next time the lesson is taught.
6. Be sure that you have a two-way conference. Have the student teacher list any questions that need to be answered.

CLOSING THE CONFERENCE
1. Review the points made in the conference. Encourage the student teacher to summarize or put them in his/her own words.
2. Reassure the student teacher of your interest in his/her progress.
3. Close when you both have a feeling of satisfaction about the results obtained.
4. Go over the observation form with the student teacher.

WHO EVALUATES
The cooperating teacher, the University supervisor, the school site administrator and the student teacher all have equal voices in the evaluation process, which should be the culmination of a professional collaboration.
SYLLABI FOR EDMS 4190 AND 4191

EDMS 4190: STUDENT TEACHING PRACTICUM I
3 Units

Our CONCEPTUAL FRAMEWORK

Mission Statement: Preparing Leaders in Learning
The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning
The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

I. Course Description
This course is designed to provide field experience for candidates for the multiple subjects credential program. While enrolled in this 8-week first course in the practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a University supervisor.

In this first experience in student teaching, candidates begin by observing the cooperating teacher and other teachers in the school and gradually begin to assume responsibility for teaching, first in tutorials with individual students, then for groups and eventually the whole class for reading/language arts and mathematics.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for reading/language arts. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings
There are no textbooks for this practicum. Students will read and use the teacher’s textbook guides used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements
1. Daily attendance at the school site. Student shall be punctual to class remain at school for the whole day, five days per week.
2. Develop a collaborative relationship with the cooperating teacher and University supervisor.
3. Plan lessons for a group of students or for the whole class, under the direction of the cooperating teacher.
4. Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
5. Attend meetings required of the cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught, and maintain a journal of these reflections.
7. Begin to attain all the outcomes as specified in the Assessment of Student teaching form.
8. Maintain the Credential Program Portfolio/Binder.

IV. Evaluation
This course is graded Credit/No Credit (CR/NC). To obtain credit, the student must meet at least 20 of the 47 items listed under the 13 Teacher Performance Expectations as specified on the Formative Assessment of Student Teaching form. The cooperating
teacher, in consultation with the University supervisor, will determine if sufficient progress has been made to warrant advancement to “Student teaching Practicum II.”

The University supervisor and the cooperating teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least four visits and two formal observation cycles during these first eight weeks of student teaching practicum.

At the fifth week, the cooperating teacher in collaboration with the University supervisor shall complete the **Formative Assessment of Student Teaching.**

**V. Course Objectives**

The following objectives are to be met in this course. Credential candidates will:

1. Plan lessons in reading/language arts and mathematics that are appropriate to the child’s level of development, skill level and attitude toward the subject matter to be learned (Standards 3B, 11A, 15A)
2. Apply theories of learning in the planning and delivery of lessons in (Standard 11B, 12D, 15A)
3. Use the California Frameworks and Content Standards in reading/language arts, English language development and mathematics to plan and deliver lessons that employ various models of teaching, as appropriate for the students and the subject matter (Standard 3C, 4B, 4D, 11C, 12A, 15A, 16A)
4. Employ various forms of assessment to determine students’ prior skills and to determine what they are learning at each step in the delivery of the lesson in reading/language arts and mathematics (Standard 3C, 11A, 11B, 11C, 12C, 12D, 15A)
5. Reflect daily on lessons observed and lessons taught analyzing the choice of the teachers observed or their own choices in the lesson they teach, and analyze whether the lesson is free of bias (Standard 3D, 4A, 5E, 11C, 12A, 15E)
6. Use State-adopted materials in reading/language arts and mathematics to plan and deliver lessons as appropriate for the students (Standard 4D, 11C, 16A)
7. Evaluate instructional materials in reading/language arts and mathematics and select those that are most appropriate to meet the learning objectives of the lesson (Standard 11C)
8. Plan and deliver lessons in reading/language arts and mathematics that are accessible to diverse students, and that are free of bias and gender fair (Standard 5A, 5B, 5C, 11C, 12A, 12D, 15C)
9. Plan and teach ELD lessons and content lessons that are developmentally appropriate to English learners, and integrate ELD and content lessons in reading/language arts and mathematics (Standard 13A, 13B, 15C, 16B)
10. Create a classroom environment that respects all students and is free of bias and gender fair, and sets high expectations for all students (Standard 5B, 5C, 12B)
11. Use support resources, flexible grouping patterns, and a variety of instructional approaches to meet the needs of students, including students with special needs and gifted students (Standard 5F, 12A, 14E)
12. Implement all the Teacher Performance Expectations (TPE) (Standard 6A, 15B)
13. Gather data and begin to complete Teacher Performance tasks 2-4 (Standard 6B)
14. Gather information on how the school and classroom involve parents in the educational process and particularly how the school assures that parental rights in regards to student placement are not violated, and attend IEP and other placement meetings as appropriate (Standard 10Aii, 10Aii, 14B, 14E)
15. Communicate with parents in writing, by telephone, and in person, and demonstrate ability to use culturally sensitive approaches in all interactions with parents (Standard 10Aiiii)
16. Plan and deliver lessons collaboratively with the cooperating teacher (Standard 12F)

**VI. Course Schedule**

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned. The student teaching assignment will be for the first eight weeks of the student teaching semester.
EDMS 4191: STUDENT TEACHING PRACTICUM II
5 Units

I. Course Description
This course is designed to provide field experience for candidates for the multiple subjects credential program and is a continuation of EDMS 4190 Student Teaching Practicum I. While enrolled in this eight-week second course in the practicum, students will participate in a student teaching experience under the supervision of a cooperating teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this second experience in student teaching, candidates begin to teach other subjects in addition to the reading/language arts that they were doing in the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the cooperating teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the cooperating teacher and University supervisor.

The student teacher will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the student teacher will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings
There are no textbooks for this practicum. Students will read and use the teacher’s guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements
1. Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
2. Develop a collaborative relationship with the cooperating teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the cooperating teacher.
4. Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
5. Attend meetings required of the cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught, and maintain a journal of these reflections.
7. Attain all the outcomes as specified in the Summative Assessment of Student Teaching form.
8. Complete the Teacher Performance Assessment (TPA).

IV. Evaluation
This course is graded Credit/No Credit (CR/NC). To obtain credit, the student must meet all Teacher Performance Expectations specified on the Summative Assessment of Student Teaching form. The University supervisor and the cooperating teacher shall be responsible for evaluating the student teacher. The University supervisor will conduct at least seven visits and six formal observation cycles during these second eight weeks of student teaching practicum. At the second week of this second placement, the cooperating teacher in collaboration with the University supervisor shall complete the Formative Assessment of Student Teaching form. Students will gather all materials needed to complete binder.

V. Course Objectives
The following objectives are to be met in this course. Credential candidates will:
1. Plan lessons in all subject areas that are appropriate to the child’s level of development, skill level and attitude toward the subject matter to be learned (Standards 3B, 11A, 15A)
2. Apply theories of learning in the planning and delivery of lessons (Standard 11B, 12D, 15A)
3. Use the California Frameworks and Content Standards to plan and deliver lessons in all subject areas that employ various models of teaching, as appropriate for the students and the subject matter (Standard 3C, 4B, 4D, 11C, 12A, 15A, 16A)
4. Employ various forms of assessment to determine students’ prior skills and to determine what they are learning at each step in the delivery of the lesson (Standard 3C, 11A, 11B, 11C, 12C, 12D, 15A)
5. Administer formative and summative assessments and use the results of such assessments to plan instruction in all subject areas (Standard 6C, 6E)
6. Teach reading, math, science, social studies, art, physical education, and health, nutrition, lessons to elementary school students that meet the California Content Standards (Standards 7, 8, 10Cii,)
7. Reflect daily on lessons observed and lessons taught analyzing the choice of the teachers observed or their own choices in the lesson they teach, and analyze whether the lesson is free of bias (Standard 3D, 4A, 5E, 11C, 12A, 15E)
8. Use State-adopted materials to plan and deliver lessons in all subject areas as appropriate for the students ((Standard 4D, 11C, 16A)
9. Evaluate instructional materials in all subject areas and select those that are most appropriate to meet the learning objectives of the lesson (Standard 11C)
10. Plan and deliver lessons that are accessible to diverse students, and that are free of bias and gender fair (Standard 5A, 5B, 5C, 11C, 12A, 12D, 15C)
11. Plan and teach ELD lessons and content lessons that are developmentally appropriate to English learners, and integrate ELD and content lessons (Standard 13A, 13B, 15C, 16B)
12. Create a classroom environment that respects all students and is free of bias and gender fair, and sets high expectations for all students (Standard 5B, 5C, 12B)
13. Use support resources, flexible grouping patterns, and a variety of instructional approaches to meet needs of students, including students with special needs and gifted students (Standard 5F, 12A, 14E)
14. Use outside resources and agencies to support at risk families, including making referrals to such agencies as appropriate (Standard 10Civ, 10E).
15. Implement all the Teacher Performance Expectations (TPE) (Standard 6A, 15B)
16. Gather data and begin to complete Teacher Performance Assessment Tasks 2-4 (Standard 6B)
17. Gather information on how the school and classroom involve parents in the educational process and particularly how the school assures that parental rights in regards to student placement are not violated, and attend IEP and other placement meetings as appropriate (Standard 10Ai, 10Aii, 14B, 14E)
18. Communicate with parents in writing, by telephone, and in person, and demonstrate ability to use culturally sensitive approaches in all interactions with parents (Standard 10Aiii)
19. Plan and deliver lessons collaboratively with the cooperating teacher (Standard 12F)
20. Select and use appropriate software to support instruction (Standard 9A, 9G)
21. Use appropriate software for teacher management tasks (Standard 9B, 9D, 9E)

VI. Course Schedule
There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned. The student teaching assignment will be for eight weeks (the second eight weeks of the semester).
# California State University, Stanislaus

## Department of Teacher Education

### Multiple Subjects Credential Program

**Student Teacher's Information Sheet / Schedule**

Copies to: Student teacher, Cooperating Teacher, University Supervisor

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<td>Best time to contact supervisor ______________</td>
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**Schedules**

Student teacher’s Personal Daily Schedule (include classes you are taking and any other commitments you have on your time. (Note: You can only take evening classes at the university)

Class Schedule (for the classroom where you student teach- attach another page if necessary)
UNIVERSITY SUPERVISOR'S RECORD OF OBSERVATIONS AND CONFERENCES

Student Teacher ______________________________________  Semester/Year ____________________________
University Supervisor ________________________________  Grade ________________________________
District ________________________________  Principal ______________________________________
School ________________________________  Cooperating Teacher ____________________________

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Total contacts/visits with Student Teacher __________________________
Total formal observation cycles __________________________

*Type of contact:

INT = Introductory conference with Student Teacher and Cooperating Teacher
FOC = formal observation cycle (Pre-conference, observation, post-conference. Dates and signatures must be included for this type of observation only.)
CO = Final checkout conference with Student Teacher and Cooperating Teacher
O = observation, not part of formal observation cycle
C = conference, not part of formal observation cycle
# University Supervisors Weekly Record of Observations

University Supervisor________________________________ Home School________________________________

Week of________________________________

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Signature:_______________________________________________________
CALIFORNIA STATE UNIVERSITY, STANISLAUS  
Department of Teacher Education  
Multiple Subject Credential Program  
FORMAL LESSON OBSERVATION RECORD

Student: ___________________________  School: ___________________________  Grade: ____________
Teacher: ___________________________  Date of Observation: ________________  Time: ____________

Subject/Activity: ______________________________________________________________________________

Pre-conference – Objective for observation: ________________________________

The following rating categories are used to rate student progress in each Teacher Performance Expectation (TPE) listed below:

(4) Exemplary Evidence: appropriate, relevant, accurate, clear, detailed, purposeful, connected
(3) Significant Evidence: appropriate, relevant, accurate, connected
(2) Emerging Evidence: minimal, limited, cursory, inconsistent, ambiguous, weakly connected
(1) Unsatisfactory Evidence: inappropriate, irrelevant, inaccurate, missing, unconnected

(UJ) Unable to judge at this point

<table>
<thead>
<tr>
<th>TPE 8,9 – LAS: Learning About Students (Obtaining relevant information about the class and students with special linguistic and academic needs)</th>
<th>TPE 13: Reflection: What’s Working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 3 2 1 UJ</td>
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</table>

<table>
<thead>
<tr>
<th>TPE 4,5,6,7,8,9 – PFI: Planning for Instruction (Appropriate instructional strategies, and materials for subject matter content standards, and class composition)</th>
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<tbody>
<tr>
<td>4 3 2 1 UJ</td>
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</table>

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<thead>
<tr>
<th>TPE 4,5,6,7,10,11 – CE: Classroom Environment (Appropriate use of instructional time; appropriate procedures and routines; appropriate expectations and climate)</th>
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<tbody>
<tr>
<td>4 3 2 1 UJ</td>
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<thead>
<tr>
<th>TPE 4,5,6 – MA: Making Adaptations (Relevant and appropriate instructional strategies and materials for students with special needs (EL and special needs students))</th>
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<tbody>
<tr>
<td>4 3 2 1 UJ</td>
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</table>

<table>
<thead>
<tr>
<th>TPE 1,4,5,6,7 – PS: Using Subject-Specific Pedagogical Skills (Relevant and developmentally appropriate instructional strategies; accurate understanding of subject-specific pedagogical skills)</th>
<th></th>
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<tbody>
<tr>
<td>4 3 2 1 UJ</td>
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</table>

<table>
<thead>
<tr>
<th>TPE 2,3 – AESL: Analyzing Evidence of Student Learning (Appropriate progress monitoring at key points; appropriate classroom assessment and analysis)</th>
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<tbody>
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<td>4 3 2 1 UJ</td>
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</table>

Next Steps: 
SUPPLEMENTAL FORM FOR FORMAL LESSON OBSERVATION

Student: __________________________
School: ___________________ Teacher: ___________________
Date of Visit: ______________________ Time: __________________ Grade: __________________
Subject/Activity: _________________________________________________________________________

OPTIONAL FORM: May be used in conjunction with the FORMAL LESSON OBSERVATION RECORD (to which it should be attached) to document the lesson in more detail.

Description of What Is Happening During the Lesson:
_____________________________________________________________________________________
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Analysis/Comments on the Lesson by the Supervisor:
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Signatures
University Supervisor: __________________________ Student Teacher: __________________________
The following rating categories are used to rate student progress in each Teacher Performance Expectation (TPE) listed below:

- **Exemplary Evidence**: appropriate, relevant, accurate, clear, detailed, purposeful, connected
- **Significant Evidence**: appropriate, relevant, accurate, connected
- **Emerging Evidence**: minimal, limited, cursory, inconsistent, ambiguous, weakly connected
- **Unsatisfactory Evidence**: inappropriate, irrelevant, inaccurate, missing, unconnected
- **Unable to judge at this point**

### Domain A: Making Subject Matter Comprehensible to Students

#### TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>1. Demonstrates the ability to teach the State-adopted academic content standards for students in English/language arts.</td>
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<tr>
<td>2. Demonstrates the ability to teach the State-adopted academic content standards for students in mathematics.</td>
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<tr>
<td>3. Demonstrates the ability to teach the State-adopted academic content standards for students in science.</td>
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<tr>
<td>4. Demonstrates the ability to teach the State-adopted academic content standards for students in history/social science.</td>
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<tr>
<td>5. Demonstrates the ability to teach the State-adopted academic content standards for students in health.</td>
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<tr>
<td>6. Demonstrates the ability to teach the State-adopted academic content standards for students in visual and performing arts.</td>
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<tr>
<td>7. Demonstrates the ability to teach the State-adopted academic content standards for students in physical ed.</td>
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### Domain B: Assessing Student Learning

#### TPE 2: Specific Pedagogical Skills for Subject Matter Instruction

<table>
<thead>
<tr>
<th>Candidate:</th>
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<tbody>
<tr>
<td>1. Demonstrates use of progress monitoring at key points during instruction.</td>
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<tr>
<td>2. Paces instruction and re-teaches content based on evidence gathered using assessment strategies.</td>
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<tr>
<td>3. Anticipates, checks for, and addresses common student misconceptions and misunderstandings.</td>
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#### TPE 3: Interpretation and Use of Assessments

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<th>Candidate:</th>
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<tbody>
<tr>
<td>1. Understands and uses a variety of informal and formal assessments to determine student progress and plan instruction.</td>
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<tr>
<td>2. Understands and uses formative and summative assessments to determine students’ progress and plan instruction.</td>
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<tr>
<td>3. Uses multiple measures including, information from families, to assess student knowledge, skills, and behaviors.</td>
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<td>4. Knows when and how to use specialized assessments based on students’ needs.</td>
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<td>5. Interprets assessment data of English Learners to determine level of proficiency in English and the primary language in order to plan appropriate instruction.</td>
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<td>6. Understands how to familiarize students with the format of standardized tests.</td>
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### Domain C: Engaging and Supporting Students in Learning

#### TPE 4: Making Content Accessible

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<tr>
<th>Candidate:</th>
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<tbody>
<tr>
<td>1. Incorporates specific instruction that addresses State-adopted content standards to provide a balanced and comprehensive curriculum.</td>
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<td>2. Prioritizes and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement.</td>
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<td>3. Varies instructional strategies according to the purpose and lesson content.</td>
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<tr>
<td>4. Explains content clearly and reinforces content in multiple ways (written and oral presentations, manipulatives, physical models, arts, diagrams, non-verbal responses, and computer technology).</td>
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<tr>
<td>5. Provides opportunities and adequate time for students to practice and apply what they have learned.</td>
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</table>
6. Teaches students strategies to read and comprehend a variety of texts and information resources, and models active listening.

7. Takes additional steps to foster access and comprehension for all learners.

**TPE 5: Student Engagement – Candidate:**

1. Clearly communicates instructional objectives to students.
2. Ensures the active and equitable participation of all students.
3. Ensures that students understand what they are to do during instruction and monitors student progress.
4. Uses strategies to engage students who are off-task.
5. Uses community resources, student experiences, and applied learning activities to make instruction relevant.
6. Extends students thinking by asking stimulating and challenging questions.
7. Motivates students and encourages student effort.

**TPE 6: Developmentally Appropriate Teaching Practices K-8 – Candidate:**

1. Designs academic activities that suit the attention span of the learners.
2. Connects instructional activities with the students' immediate world, including hands-on experiences and manipulatives.
3. Makes special plans for students who require extra help or have exceptional needs.
4. Provides intensive support for students who lack basic skills and understandings.
5. Designs learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.
6. Extends student thinking by asking stimulating and challenging questions.
7. Motivates students and encourages student effort.
8. Supports students in taking intellectual risks and trying new roles and responsibilities in the classroom.
9. Distinguishes between misbehavior and over-enthusiasm, and responds appropriately to students who test limits.

**TPE 7: Teaching English Learners – Candidate:**

1. Knows and applies pedagogical theories, principles, and instructional practices for comprehensible instruction of English learners.
2. Knows and applies theories, principles, and instructional practices for English Language Development.
3. Draws upon information about students' backgrounds, prior learning, including assessed levels of literacy in English and their first language, as well as their proficiency in English to provide differentiated and appropriate instruction.
4. Selects instructional materials and strategies to develop competencies in English language development.
5. Uses English that is comprehensible and extends students' current knowledge level.
6. Uses systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to EL students.
7. Allows students to express meaning in a variety of ways including their first language.
8. When available, manages first language support such as paraprofessionals, peers, books, etc. to make curriculum accessible to EL students.

**Domain D: Planning Instruction & Designing Learning Experiences for All Students**

**TPE 8: Learning About Students – Candidate:**

1. Uses formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
2. Learns about students' abilities, ideas, interests and aspirations.
3. Encourages parents to become involved and support student learning.
4. Understands how multiple factors, including gender and health, can influence student behavior.
5. Using multiple sources identifies students needing specialized instruction (physical disabilities, learning disabilities, health status, gifted).

**TPE 9: Instructional Planning – Candidate:**

1. Plans instruction that is in accordance with the State-adopted academic content standards.
2. Establishes clear long-term and short-term goals for student learning, based on State-adopted content standards and students' current level of achievement.
3. Uses explicit teaching methods, such as direct instruction and inquiry, to help students meet grade level expectations.
4. Explains content clearly and makes abstract content concrete and meaningful.
5. Sequences instruction so that the content to be taught connects to preceding and subsequent content.
6. In lesson plans, selects and adapts instructional strategies, grouping strategies, and instructional material to meet the students’ learning goals and needs.
7. Connects the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure instruction is comprehensible and meaningful.
8. Plans differentiated instruction to accommodate varied student needs.
9. When aides and volunteers are available, plans how to use them to help students reach instructional goals.

Domain E: Creating and Maintaining Effective Environments for Student Learning

**TPE 10: Instructional Time – Candidate:**

1. Allocates instructional time to maximize student achievement in relation to State-adopted content standards for students, instructional goals, and scheduled academic tasks.
2. Establishes procedures for routine tasks and manages transitions to maximize instructional time.
3. Adjusts the use of instructional time to optimize the learning opportunities and outcomes for students.

**TPE 11: Social Environment – Candidate:**

1. Teaches and models norms of social interaction.
2. Develops and maintains clear expectations for academic and social behavior.
3. Creates a positive climate for learning and promotes student effort and engagement.
4. Writes and implements a student discipline plan.
5. Establishes rapport with students and their families through caring, respect, and fairness.
6. Responds appropriately to sensitive issues and classroom discussions.
7. Helps students work responsibly with others and independently.
8. Recognizes how the social environment maximizes academic achievement and promotes on-task behavior to maximize student learning.

Domain F: Developing as a Professional Educator

**TPE 12: Professional, Legal, and Ethical Obligations – Candidate:**

1. Takes responsibility for student academic learning outcomes.
2. Is aware of his/her personal biases and values, and recognizes ways these can affect teaching and student learning.
3. Manages their professional time spent in teaching responsibilities to ensure that academic goals are met.
4. Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.
5. Knows how to identify suspected cases of sexual abuse, neglect, and sexual harassment and follows the law for reporting such cases.
6. Maintains a non-hostile classroom environment.
7. Implements school and district policies and State and federal law in responding to inappropriate or violent student behavior.
8. Demonstrates openness to supervision and critical assessment of progress.
9. Demonstrates professional behavior including punctuality, notification of absences, and makes arrangements for classroom activities/instruction during absences.

**TPE 13: Professional Growth – Candidate:**

1. Evaluates his/her own teaching practices and subject matter knowledge.
2. Solicits feedback from cooperating or supervising teacher, university supervisor, and site curriculum specialists.
3. Engages in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.
4. Uses feedback and reflection to formulate and prioritize goals for increasing his/her subject matter knowledge and teaching effectiveness.
5. Sets short-term and long-term goals for future growth and carries them out.
G. COMMENTS AND SUGGESTIONS FOR FUTURE GROWTH


H. SIGNATURES SECTION

Name of Student ________________________________________________________________
Name of Cooperating or Supervising Teacher ______________________________________
Name of University Supervisor _________________________________________________
District ______________________________________________________
School ______________________________________________________ Grade Level_______

This mid-point formative assessment was completed at (check one):

____ Five week of placement
____ Ten week of placement
____ Other – please specify: ___________________

If this form is completed at the end of the fifth week, is the student teacher recommended for course credit
for EDMS 4190 Student Teaching Practicum I?

_____ Yes        _____ No

Cooperating or Supervising Teacher Signature___________________________________Date______

University Supervisor Signature______________________________________________Date______
=======================================================================

I have read this recommendation. (Signature does not indicate agreement or disagreement.)

Student Teacher Signature__________________________________________________Date______
Cooperating Teacher and University Supervisor: Please INITIAL or place CHECKMARK to show Mastery of the Teacher Performance Expectation (TPE) Component. Then CIRCLE whether the TPE was met or not met. NOTE: To master a TPE, the candidate should have met at least 80% of the items under the TPE.

**Domain A: Making Content Comprehensible to Students**

<table>
<thead>
<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction -- Candidate:</th>
<th>Coop Teacher CT</th>
<th>University Supervisor-US</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates the ability to teach the State-adopted academic content standards for students in English/ Language arts.</td>
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<tr>
<td>2. Demonstrates the ability to teach the State-adopted academic content standards for students in mathematics.</td>
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<tr>
<td>3. Demonstrates the ability to teach the State-adopted academic content standards for students in science</td>
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<tr>
<td>4. Demonstrates the ability to teach the State-adopted academic content standards for students in history/social science.</td>
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<tr>
<td>5. Demonstrates the ability to teach the State-adopted academic content standards for students in health</td>
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<tr>
<td>6. Demonstrates the ability to teach the State-adopted academic content standards for students in visual and performing arts.</td>
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<td>7. Demonstrates the ability to teach the State-adopted academic content standards for students in physical ed.</td>
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WAS TPE 1 MET (NEED TO MEET 6 OF THE 7 ITEMS UNDER THIS TPE)? Circle Response YES NO

**Domain B: Assessing Student Learning**

<table>
<thead>
<tr>
<th>TPE 2: Specific Pedagogical Skills for Subject Matter Instruction – Candidate:</th>
<th>CT</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates use of progress monitoring at key points during instruction.</td>
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<td>2. Paces instruction and re-teaches content based on evidence gathered using assessment strategies.</td>
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<td>3. Anticipates, checks for, and addresses common student misconceptions and misunderstandings.</td>
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</table>

WAS TPE 2 MET (NEED TO MEET 2 OF THE 3 ITEMS UNDER THIS TPE)? Circle Response YES NO

<table>
<thead>
<tr>
<th>TPE 3: Interpretation and Use of Assessments -- Candidate:</th>
<th>CT</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands and uses a variety of informal and formal assessments to evaluate student progress.</td>
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<td>2. Understands and uses formative and summative assessments to determine students’ progress and plans instruction accordingly.</td>
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WAS TPE 3 MET (NEED TO MEET 5 OF THE 6 ITEMS UNDER THIS TPE)? Circle Response YES NO

**Domain C: Engaging and Supporting Students in Learning**

<table>
<thead>
<tr>
<th>TPE 4: Making Content Accessible – Candidate:</th>
<th>CT</th>
<th>US</th>
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</thead>
<tbody>
<tr>
<td>1. Incorporates specific instruction that addresses State adopted content standards to provide a balanced and comprehensive curriculum.</td>
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<tr>
<td>2. Prioritizes and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement.</td>
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<td>3. Varies instructional strategies according to the purpose and lesson content.</td>
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<td>4. Explains content clearly and reinforces content in multiple ways (written and oral presentations, manipulatives, physical models, arts, diagrams, non-verbal responses, and computer technology).</td>
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<tr>
<td>5. Provides opportunities and adequate time for students to practice and apply what they have learned.</td>
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</tbody>
</table>
6. Teaches students strategies to read and comprehend a variety of texts and information resources, and models active listening.

7. Takes additional steps to foster access and comprehension for all learners.

WAS TPE 4 MET (NEED TO MEET 6 OF THE 7 ITEMS UNDER THIS TPE)? Circle Response  **YES**  **NO**

**TPE 5: Student Engagement – Candidate:**

1. Clearly communicates instructional objectives to students.

2. Ensures the active and equitable participation of all students.

3. Ensures that students understand what they are to do during instruction and monitors student progress.

4. Uses strategies to engage students who are off-task.

5. Uses community resources, student experiences, and applied learning activities to make instruction relevant.

6. Extends students’ thinking by asking stimulating and challenging questions.

7. Motivates students and encourages student effort.

WAS TPE 5 MET (NEED TO MEET 5 OF THE 6 ITEMS UNDER THIS TPE)? Circle Response  **YES**  **NO**

**TPE 6: Developmentally Appropriate Teaching Practices K-8 – Candidate:**

1. Designs academic activities that suit the attention span of the learners.

2. Connects instructional activities with the students’ immediate world, including hands-on experiences and manipulatives.

3. Makes special plans for students who require extra help or have exceptional needs.

4. Provides intensive support for students who lack basic skills and understandings.

5. Designs learning activities to extend students’ concrete thinking, foster abstract reasoning and develop problem-solving skills.

6. Develops student skills for working in groups to maximize learning.

7. Supports students in taking intellectual risks and trying new roles and responsibilities in the classroom.

8. Distinguishes between misbehavior and over-enthusiasm, and responds appropriately to students who test limits.

WAS TPE 6 MET (NEED TO MEET 8 OF THE 9 ITEMS UNDER THIS TPE)? Circle Response  **YES**  **NO**

**TPE 7: Teaching English Learners – Candidate:**

1. Knows and applies pedagogical theories, principles, and instructional practices for comprehensible instruction of English learners.

2. Knows and applies theories, principles, and instructional practices for English Language Development.

3. Draws upon information about students’ backgrounds, prior learning, and assessed levels of literacy in English and the first language, as well as their proficiency in English, to provide differentiated and appropriate instruction.

4. Selects instructional materials and strategies to develop competencies in English language development.

5. Uses English that is comprehensible and extends students’ current knowledge level.

6. Uses systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to EL students.

7. Allows students to express meaning in a variety of ways including their first language.

8. When available, manages first language support such as paraprofessionals, peers, books, etc. to make curriculum accessible to EL students.

WAS TPE 7 MET (NEED TO MEET 7 OF THE 8 ITEMS UNDER THIS TPE)? Circle Response  **YES**  **NO**

**D. Planning Instruction and Designing Learning Experiences for All Students**

**TPE 8: Learning About Students – Candidate:**

1. Uses formal and informal methods to assess students’ prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.

2. Learns about students’ abilities, ideas, interests and aspirations.

3. Encourages parents to become involved and support student learning.

4. Understands how multiple factors, including gender and health, can influence student behavior.

5. Using multiple sources identifies students needing specialized instruction (physical disabilities, learning disabilities, health status, gifted).

WAS TPE 8 MET (NEED TO MEET 4 OF THE 5 ITEMS UNDER THIS TPE)? Circle Response  **YES**  **NO
## TPE 9: Instructional Planning – Candidates:

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>CT</td>
<td>US</td>
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<tr>
<td>1. Plans instruction that is in accordance with the State-adopted academic content standards.</td>
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<tr>
<td>2. Establishes clear long-term and short-term goals for student learning, based on State-adopted content standards and students’ current level of achievement.</td>
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<tr>
<td>3. Uses explicit teaching methods, such as direct instruction and inquiry, to help students meet grade level expectations.</td>
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<tr>
<td>4. Explains content clearly and makes abstract content concrete and meaningful.</td>
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<tr>
<td>5. Sequences instruction so that the content to be taught connects to preceding and subsequent content.</td>
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<tr>
<td>6. In lesson plans, selects and adapts instructional strategies, grouping strategies, and instructional material to meet the students’ learning goals and needs.</td>
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<tr>
<td>7. Connects the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure instruction is comprehensible and meaningful.</td>
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<tr>
<td>8. Plans differentiated instruction to accommodate varied student needs.</td>
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<tr>
<td>9. When aides and volunteers are available, has them assist students to reach instructional goals.</td>
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<tr>
<td>WAS TPE 9 MET (NEED TO MEET 8 OF THE 9 ITEMS UNDER THIS TPE)? Circle Response</td>
<td>YES</td>
<td>NO</td>
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</tbody>
</table>

## Domain E: Creating & Maintaining Effective Environments for Student Learning

### TPE 10: Instructional Time – Candidate:

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<tbody>
<tr>
<td>CT</td>
<td>US</td>
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<tr>
<td>1. Allocates instructional time to maximize student achievement in relation to State-adopted content standards for students, instructional goals, and scheduled instructional tasks.</td>
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<tr>
<td>2. Establishes procedures for routine tasks and manages transitions to maximize instructional time.</td>
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<tr>
<td>3. Adjusts the use of instructional time to optimize the learning opportunities and outcomes for students.</td>
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<tr>
<td>WAS TPE 10 MET (NEED TO MEET 3 OF THE 3 ITEMS UNDER THIS TPE)? Circle Response</td>
<td>YES</td>
<td>NO</td>
<td></td>
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</tbody>
</table>

### TPE 11: Social Environment – Candidate:

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<tbody>
<tr>
<td>CT</td>
<td>US</td>
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<tr>
<td>1. Teaches and models norms of social interaction.</td>
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<tr>
<td>2. Develops and maintains clear expectations for academic and social behavior.</td>
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<td>3. Creates a positive climate for learning and promotes student effort and engagement.</td>
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<td>4. Writes and implements a student discipline plan.</td>
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<tr>
<td>5. Establishes rapport with students and their families through caring, respect, and fairness.</td>
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<tr>
<td>6. Responds appropriately to sensitive issues and classroom discussions.</td>
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<td>7. Helps students work responsibly with others and independently.</td>
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<tr>
<td>8. Recognizes how the social environment maximizes academic achievement and promotes on-task behavior to increase student learning.</td>
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<tr>
<td>WAS TPE 11 MET (NEED TO MEET 7 OF THE 8 ITEMS UNDER THIS TPE)? Circle Response</td>
<td>YES</td>
<td>NO</td>
<td></td>
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</tbody>
</table>

## Domain F: Developing as a Professional Educator

### TPE 12: Professional, Legal, and Ethical Obligations – Candidate:

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CT</td>
<td>US</td>
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<tr>
<td>1. Takes responsibility for student academic learning outcomes.</td>
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<tr>
<td>2. Is aware of his/her personal biases and values, and recognizes ways these can affect teaching and student learning.</td>
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<tr>
<td>3. Manages professional time spent in teaching responsibilities to ensure that academic goals are met.</td>
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<tr>
<td>4. Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.</td>
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<tr>
<td>5. Knows how to identify suspected cases of sexual abuse, neglect, and sexual harassment, and follows the laws for reporting such cases.</td>
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<tr>
<td>6. Maintains a non-hostile classroom environment.</td>
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<tr>
<td>7. Implements school and district policies, and State and federal law in responding to inappropriate or violent student behavior.</td>
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<tr>
<td>8. Demonstrates openness to supervision and critical assessment of progress.</td>
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<tr>
<td>9. Demonstrates professional behavior including punctuality, notification of absences and makes arrangements for classroom activities/instruction during absences.</td>
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<tr>
<td>WAS TPE 12 MET (NEED TO MEET 8 OF THE 9 ITEMS UNDER THIS TPE)? Circle Response</td>
<td>YES</td>
<td>NO</td>
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</table>

### TPE 13: Professional Growth – Candidate:

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<tbody>
<tr>
<td>CT</td>
<td>US</td>
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<tr>
<td>1. Evaluates his/her own teaching practices and subject matter knowledge.</td>
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<tr>
<td>2. Solicits feedback from cooperating or supervising teacher, university supervisor, and site curriculum specialists.</td>
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</tbody>
</table>
3. Engages in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.

4. Uses feedback and reflection to formulate and prioritize goals for increasing his/her subject matter knowledge and teaching effectiveness.

5. Sets short-term and long-term goals for future growth and carries them out.

WAS TPE 13 MET (NEED TO MEET 3 OF THE 4 ITEMS UNDER THIS TPE)? Circle Response  **YES  NO**

G. COMMENTS AND SUGGESTIONS FOR FUTURE GROWTH

H. SIGNATURES SECTION

District ______________________________________________________
School ______________________________________________________
Grade Level __________________________________________________
Student is recommended for course credit for EDMS 4191? _____ Yes  _____ No

Cooperating or Supervising Teacher  Date

University Supervisor  Date

I have read this recommendation. (Signature does not indicate agreement or disagreement.)

Student Teacher  Date

I. RECOMMENDATION FOR CREDENTIAL

*The faculty of the Multiple Subjects Credential Program, through the Selection and Review Committee, recommends this student for a Multiple Subjects Credential.*

Signature of Chair of S & R Committee or Designee  Date
## Specific Areas of Weakness in the Student’s Performance

<table>
<thead>
<tr>
<th>TPE Number</th>
<th>TPE Item #</th>
<th>Explanation of Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

## For Each Area of Weakness Listed Above, List Expectations for the Student

<table>
<thead>
<tr>
<th>Expected Performance</th>
<th>Support to be Provided</th>
<th>Met By (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>
Name of University Supervisor: __________________________
Semester: __________ Year: __________ School: ___________________________  Grade Level _______
Were you a (check one):     _____ Student Teacher               _____ Intern Teacher

CONFIDENTIAL - This form will be kept confidential. A summary sheet combining the results from all evaluations will be given to your University Supervisor at the beginning of next term. However, the supervisor will not see this form nor know who gave her/him what rating. Your comments will help your supervisor in assessing his/her effectiveness and assist in the Multiple Subjects Credential Program's efforts to improve the student teaching program.

DIRECTIONS: Please mark the column using the scales provided below.
5 = always (or whenever appropriate)   4 = usually   3 = sometimes   2 = seldom   1 = never

<table>
<thead>
<tr>
<th>Dimension 1: Content of Feedback</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor provided constructive oral and written feedback that helped me to improve my teaching effectiveness.</td>
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<tr>
<td>2. The supervisor gave feedback that helped me identify my strengths.</td>
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<td>3. The supervisor gave feedback that helped me to identify areas needing improvement.</td>
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</table>

<table>
<thead>
<tr>
<th>Dimension 2: Communication Skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>4. The supervisor spoke openly with me.</td>
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<td>5. The supervisor explained clearly his/her expectations for student teaching.</td>
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<td>6. The supervisor encouraged problem-solving and initiative.</td>
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<td>7. The supervisor showed respect for my questions and opinions.</td>
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<table>
<thead>
<tr>
<th>Dimension 3: Adequacy of Supervision</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>8. The supervisor observed and visited my classroom according to the program schedule for supervision.</td>
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<td>9. The supervisor did no more than one formal lesson observation per week.</td>
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<tr>
<td>10. The supervisor observed a complete lesson for each formal observation cycle.</td>
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<tr>
<td>11. The supervisor held individual pre- and post-conferences with me for each formal observation cycle.</td>
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<tr>
<td>12. The supervisor encouraged positive working relationships between me and other professionals.</td>
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<tr>
<td>Overall</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>13. The supervisor arrived on time for scheduled observations.</td>
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<tr>
<td>14. When it was necessary to change scheduled observations, the supervisor contacted me in a timely manner.</td>
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<tr>
<td>15. Should be used again as a University supervisor? (check one):   Yes   No</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>16. Overall rating of your University supervisor: (use this scale)</td>
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COMMENTS (Use reverse side, if needed):
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**
Department of Teacher Education
Multiple Subject Credential Program

**STUDENT TEACHER'S PERCEPTION OF COOPERATING OR SUPERVISING TEACHER**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Grade</th>
<th>District</th>
</tr>
</thead>
<tbody>
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</table>

Principal __________________________________  Semester __________________________________

Print name of student teacher completing this form: __________________________________________________

CONFIDENTIAL. This information is not shared with the cooperating teacher or principal. It is used by the Office of Field Services to determine whom to use as cooperating teachers in the future.

**DIRECTIONS**: Please check the column under the number that best corresponds to your rating of this teacher. Use this scale:

- 5. Excellent
- 4. Very Good
- 3. Good
- 2. Fair
- 1. Poor

### Teaching Effectiveness

| 1. Used the state adopted academic content standards to guide instruction | 5 |   |   |   |
| 2. Differentiated instruction so as to make content accessible for English learners |   | 4 |   |   |
| 3. Differentiate instruction so as to make content accessible to students with special needs |   |   | 3 |   |
| 4. Modeled effective instructional techniques |   |   |   | 2 |
| 5. Modeled effective classroom management techniques |   |   |   | 1 |
| 6. Was always prepared to instruct the students |   |   |   |   |
| 7. Used instructional time effectively |   |   |   |   |

### Skills as a Cooperating Teacher

| 1. Frequently observed my lessons and provided constructive criticism | 5 |   |   |   |
| 2. Completed the required assessment forms on a timely basis |   | 4 |   |   |
| 3. Met with me regularly to discuss the day and plan for the following day |   |   | 3 |   |
| 4. Provided clear and consistent expectations for what I was to do in the classroom |   |   |   | 2 |
| 5. Assisted me with classroom management (discipline) and offered suggestions |   |   |   | 1 |
| 6. Assisted me in gaining access to children's cumulative folders and other needed records |   |   |   |   |
| 7. Provided me with background information on individual children pertinent to teaching |   |   |   |   |
| 8. Allowed me to try a variety of instructional methods |   |   |   |   |
| 9. Provided me with a variety of ideas and materials to use |   |   |   |   |
| 10. Invited me to attend conferences, inservices, and other school activities |   |   |   |   |
| 11. Was supportive of me as a beginning teacher by acknowledging my strengths and allowing me to learn by my mistakes |   |   |   |   |
| 12. Should be used again (use this scale): 5. Yes 3. Unsure 1. No |   |   |   |   |
| 13. Overall, this teacher was: (use this scale) 5. Excellent 4. Very Good 3. Good 2. Fair 1. Poor |   |   |   |   |

Comments (please add any comments that may explain the rating of the teacher and that will help the Office of Field Services in its future decisions). Continue on the back if more space is needed.

___________________________________________________________________________________________________
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### Experience (description)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>GRADE</th>
<th>SCHOOL NAME &amp; DISTRICT</th>
<th>TEACHER NAME</th>
<th>TEACHER SIGNATURE</th>
<th>TYPES OF STUDENTS</th>
<th>GRADE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-4-04</td>
<td>9:15 - 10:45 am</td>
<td>3</td>
<td>Brown School, Turlock</td>
<td>Mary Stevenson</td>
<td>Mary Stevenson</td>
<td>60 min.</td>
<td>K-2, 3-5, 6-8</td>
</tr>
</tbody>
</table>

Example: Taught lesson for EDMS 4121 Math Methods course in 3RD grade class where there were 7 EL sts./3 spec needs students.

TOTAL HRS.

Minimum requirement is 60 hours total with at least 20 hours for each of the three grade ranges: k-2, 3-5, 6-8. Duplicate this page as necessary to record all your observations.