



California State University, Stanislaus

Handbook for the Integrated Methods and Practice Program Multiple Subject Credential Program (MSCP) Elementary School Teaching

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Please see our web page for resources and links about the Multiple Subject Credential Program:
<http://www.csustan.edu/TeacherEd/ElementaryEducation.html>

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Integrated Methods and Practice

PROGRAM OVERVIEW

Background and Course Sequence

Purpose

To give students who have limited classroom/school exposure a full year of contact within a classroom setting.

Basic Design

Students complete student teaching concurrent with methods courses. Following the intern model, students are assigned to a school for a full year, from the beginning to the end of the school year. Students are also placed with the same teacher for the whole year or with two teachers, each for a half year. Instead of teaching the whole day, students teach half a day and take methods courses for the other half of the day.

Rationale

This student teaching option provides an opportunity for students to experience a classroom teacher's perspective for an entire school year, from beginning to end. The experience is intense and challenging, but most rewarding. Students benefit from concrete experiences in the schools where they can integrate theory and application.

Student Selection

To be considered for the program, students must have passed all parts of the CSET Multiple Subject Examination and Basic Skills Requirements. Students apply for this program with only 30 students being admitted. Once admitted, students agree that they cannot leave the program until the year is complete. In other words, students cannot become interns for the second semester of the program.

Evaluation

The program is evaluated yearly by the new teacher candidates, supervising teachers, principals, and University liaison.

Starts per Year

There is only a Fall start for this program. Students would start the year when the classroom teacher begins the year.

OPTIONS 1 & 2 – Unpaid Positions

1. Tentative Daily Schedule

Monday to Thursday

8:00 – 12:00

Assigned to site for Student Teaching Practicum - Unpaid

12:45-3:45

Methods courses at University (BCLAD courses only offered in Fall and evenings)

Friday – Student free time

OPTION 2 – Paid Positions

Tentative Daily Schedule (Fall and Spring Semesters)

Monday to Thursday: 8:00 –12:00 -Assigned to site for Student Teaching Practicum - UNPAID

Afternoon – Paid time at school – Hours to be determined by school district

Late Afternoon and Evening - Courses

Friday – student works at school if in a paid position; student free time, if position is not paid.

Suggested Course Sequence for Integrated Program Students

Summer Session (7 units)

EDMS 4100 Foundations of Ed in a Diverse Society, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

KINS 4165 Elementary Health and Safety, 1 unit
 EDIT 4170 Ed Tech Foundations, 2 units

Semester 1 (14 units – 11 course units and 3 student teaching units)

EDMS 4110 (or EDMS 4111 or EDMS 4112) Reading / Language Arts Methods, 5 units
 EDMS 4121 Mathematics Methods, 3 units
 EDMS 4190 Student Teaching Practicum I, 3 units
 EDMS 4180 Classroom Management/Professional Practices, 3 units

Semester 2 (14 units - 9 course units and 5 student teaching units)

EDMS 4150 Methods of Multilingual Education, 3 units
 EDMS 4130 Science and Health Methods, 3 units
 EDMS 4140 Social Studies and Arts Methods, 3 units
 EDMS 4191 Student Teaching II, 5 units

BCLAD Students: Spanish Bilingual sections are noted on the class schedule for the following required core classes: EDMS 4111, 4121, 4130, 4140. To earn the BCLAD credential, students are required to take all four classes designated for BCLAD students on the Turlock campus and are offered in the FALL only.

GENERAL INFORMATION ABOUT STUDENT TEACHING

INTRODUCTION

Student teaching practicum is the field experience for students enrolled in the School of Education's 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 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, supervising teachers, University liaison and student teachers form a team to explore issues of teaching in the elementary school classroom.

STUDENT TEACHING

The Multiple Subject Credential Program at California State University, Stanislaus is based upon the belief that the public schools have an integral role in the preparation of teachers. Since the 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.

FEE DEADLINES

Student teachers are responsible for paying all University fees prior to beginning any observation/teaching in their assigned classroom.

CERTIFICATE OF CLEARANCE

LIVESCAN/ FINGERPRINTING PROCEDURES

California law requires that anyone working in schools be fingerprinted via “livescan” and “cleared” by the State. The clearance is processed through the California Commission on Teacher Credentialing (CCTC) Background checks are conducted by the California Department of Justice and the Federal Bureau of Investigation (FBI). When “cleared,” a student will receive an email verifying the “Certificate of Clearance.” Detailed instructions to complete this process are available at: <http://www.csustan.edu/TeacherEd/ElementaryEducation.html>

MULTIPLE SUBJECT CREDENTIAL PERFORMANCE ASSESSMENT AND GOALS

Student teachers must satisfactorily complete a variety of specific performances. The *Summative Assessment of Student Teaching* form is to be completed at the end of the school year by the supervising teacher.

During the student teaching experience, the supervising teacher will initial the items on the form and circle whether the Teacher Performance Expectations (TPE) have been met. Supervising teachers should sign off the competencies only after

consistent performance has been demonstrated. It is the student teacher's responsibility to be aware of the TPEs that have or have not been met and to keep both the supervising teacher and the University liaison aware of the perceived progress in fulfilling those competencies.

At the conclusion of the second student teaching, the supervising teacher and the student teacher must sign the recommendation on the *Summative Assessment of Student Teaching*. The form will be given to the University liaison that is responsible for submitting the form to the Field Services Coordinator at the University.

PROFESSIONAL LIABILITY INSURANCE

The University provides professional liability insurance to students. The cost for this coverage is included in the University fees when students enter the MSCP program.



STUDENT TEACHER'S INSTRUCTIONS

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

- 1.1 If possible, students are encouraged to observe and work with their supervising teachers 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. Students can be of assistance to the supervising teacher; however, they will not be expected to teach in the formal sense of the word.
- 1.2 Students should contact the supervising teacher prior to the official beginning of the placement to arrange for their first meeting.

2. Inventories/Schedules

- 2.1 Immediately upon being assigned to the class, student teachers need to complete two *Student Teacher's Information Sheet/Schedule* forms (one for the supervising teacher and one for the University liaison).
- 2.2 The University liaison should be provided with a completed daily class schedule and a work schedule.

3. Attendance and Absences

- 3.1 Students are required to maintain the same schedule as their supervising teachers during the times they are assigned to the school site and to allow adequate time for lesson preparation.
- 3.2 If the student teacher becomes ill or for other reasons is unable to student teach, the supervising teacher must be informed as well as any other persons designated by the principal.
- 3.3 The University liaison must be informed of the absence at the next scheduled meeting.

4. Scheduling

- 4.1 It is important to keep the University liaison advised concerning any changes in the teaching schedule.

5. Student Teaching Binder

- 5.1 A three-ring binder (8-1/2" x 11") is needed and should be sectioned per the University liaison's instructions.
- 5.2 The binder should be placed in a prearranged location in the classroom, so that the University liaison and supervising teacher are able to refer to it.
- 5.3 Copies of all lesson plans previously taught and currently being taught should be in the binder. When appropriate, a copy of the lessons should be made before the formal observation by the supervising teacher, so that both student and the supervising teacher have the lesson plan in hand during the lesson.

- 5.4 The student should always obtain the supervising teacher's approval prior to presenting a lesson.
- 5.5 After each lesson, the student teacher should add a personal reflection and then ask the supervising teacher to critique the presentation. The binder will provide a written record of student progress essential to the successful completion of the MSCP.

6. Activities

- 6.1 The student should participate in activities to gain as much knowledge and experience as possible. It is important to:
 - a. Talk with the school nurse, psychologist, and principal.
 - b. Observe selected activities in which the administrators, teachers, children, and parents participate.
 - c. Attend inservice 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 supervising teacher is scheduled to do so.
- 6.2 Required reading includes:
 - a. School policies & procedures
 - b. District policies and procedures
 - c. Student policies & procedures
 - d. School rules

7. Hours

- 7.1 The supervising teacher's hours should be followed, even if he/she arrives early and stays late. Students are required to attend faculty meetings when possible and school functions (such as Open House, Back-to-School Night, etc.). If these functions conflict with the times with a MSCP course, the student should contact the instructor teaching the class and the supervising teacher for suggestions on how to resolve the conflict. Also, see the schedule at the beginning of this Handbook.
- 7.2 The student should remain on the school site during school hours except for attending seminars, workshops, field trips or other school functions.
- 7.3 In addition to the regularly scheduled student teaching seminars, the student should attend all meetings called by the University liaison, supervising teacher, or school site administrators.

8. Lesson Plans - Should be prepared in detail prior to teaching

- 8.1 For the supervising teacher:
 - a. Every lesson taught must be accompanied by a detailed plan until modified by the supervising teacher. The modifications will vary, but **some type of lesson plan will always be required**. It is not sufficient to complete a small box in a lesson plan book.
 - b. Student teachers need opportunities to become competent teachers of English language arts and mathematics, as well as all other content areas. The weekly schedule should allow for all of these teaching opportunities.
- 8.2 For the student:
 - a. A record should be kept of the lessons taught as well as personal reflections and feedback from the supervising teacher each day. These should be kept in a binder placed where the University liaison can review during his/her visits.

9. Classroom Responsibilities

- 9.1 Responsibilities should be gradually added during the assignment.
- 9.2 If in doubt concerning readiness for, or successful progress in the field experience, a discussion with the supervising teacher and the University liaison is essential. If problems occur, please contact the University liaison as soon as possible.

10. Student Teacher - Supervising Teacher Conferences

- 10.1 The student and supervising teacher should have daily conferences on lesson plans and lessons taught, plus weekly conferences on overall work.
- 10.2 The student should have a formal midterm (at the middle and end of the first semester and the middle of the second semester) conference accompanied by a written *Formative Assessment of Student Teaching*. This will be turned into the University liaison at the end of each seven week period.
- 10.3 Students are to have a formal final evaluation conference accompanied by the completed *Summative Assessment of Student Teaching* form.

- 10.4 Students should have the *Summative Assessment of Student Teaching* form completed and signed prior to the final conference with University liaison.
- 10.5 Supervising teachers will work with their student teachers in providing opportunities for positive reinforcement and constructive suggestions. The supervising teacher will give special assignments and provide regular assistance.

11. Student Teacher - University Liaison Conferences

- 11.1 Halfway through each semester students should turn in to their University liaison the *Formative Assessment of Student Teaching* form which was completed by the supervising teacher.
- 11.2 Upon completion of EDMS 4190 in December, another *Formative Assessment of Student Teaching* form should be completed and submitted to the University liaison.
- 11.3 Upon completion of EDMS 4191 at the end of May, students turn in to their University liaison the *Summative Assessment of Student Teaching* form signed by the student teacher, the supervising teacher, and the University liaison.



SUPERVISING TEACHER'S INSTRUCTIONS

We would like to take this opportunity to say “thank you” to the supervising teachers for their time and effort in working with student teachers. We appreciate the critical role of supervising teachers in the teacher education process. Your student teacher will be with you for one year. The following information is provided to help you understand the requirements and responsibilities of being a supervising 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 forms that you will be using are included at the end of this Handbook. Student teachers are in your classrooms to learn about all parts of the teaching experience.

Please feel free to telephone or email the University at any time. A University liaison will be assigned to each of the school sites collaborating in the Integrated Program. Their role is to help you have a positive supervision experience and to help 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 University liaison will be more than happy to talk with you on the phone or set up additional times and places to meet. Should you have serious doubts concerning the student teacher’s competence or professional behavior, you should contact the MSCP Coordinator or University liaison immediately, rather than wait until later in the student teaching experience. The MSCP Coordinator, Dr. Anne Weisenberg, may be reached at 667-3474. The Field Services Coordinator, Dr. Elmano Costa, may be reached at 667-3638.

Compensation

As a Supervising Teacher in the Integrated Methods and Practice Program, it will be your responsibility to complete all the evaluations of your Student Teacher. Because you are assuming an additional responsibility, the University will pay you a stipend of \$250.00 for each semester that you have a student teacher in the Integrated Methods and Practice Program. For this reason, the University liaison’s role is different from the regular University supervisor for student teachers. The University liaison will visit periodically to check with you and the student teacher to make sure that the student is making appropriate progress and the MSCP guidelines are being followed. It is your responsibility as a paid supervisor to complete the evaluations and contact the University liaison if there are problems.

Timeline

Student teachers begin with you at the beginning of the fall semester. They will complete their first student teaching experience in mid-December. For the second placement, the student teacher **may** be placed with another teacher at another grade level to experience teaching both primary and intermediate level students. Paid Integrated Program student teachers will be in the classroom all day long, four-five days a week, depending on the paid arrangement with the school/district. Below is a weekly breakdown of the student teaching experience.

Goal Setting and Observations (Week One) – You should meet with your student teacher prior to or during the first week of the placement. During this first week, the student teacher should observe your procedures and routines for the classroom in preparation for assuming teaching responsibilities.

Assumption of Teaching Load (Weeks 2 through 16 in first placement; weeks 2 through 6 in the second semester) - The student teacher should assume a regular teaching load. One way is to have student teachers assume responsibility for one group of students and gradually to assume responsibility for one subject or period. This should gradually build to the assumption of full teaching responsibilities during the solo teaching weeks. Student teachers should provide written lesson plans for each lesson during the beginning weeks, moving to less detailed plans later at the discretion of their supervising teacher. During these weeks, regular positive feedback by the supervising teacher to the student teacher will be helpful. The supervising teacher is also encouraged to leave the classroom occasionally for periods of time, so that the student teacher can form a new central teaching relationship with the students. The student teacher and supervising teacher should hold a formal mid-term conference at the mid-point of each semester (about the seventh week). The *Formative Assessment of Student Teaching* form is due during the eighth week and is to be given to the University liaison. A copy of this form is included in this Handbook.

It is also important for the student teacher to have opportunities to observe the supervising teacher and other teachers after assuming some of the teaching load, as it is after teaching small and large groups of students that it is better understood what areas are difficult. The supervising teacher needs to observe and coach the student teacher during this time. Learning the skills and strategies for successful classroom management or content area instruction are more easily acquired with a mentor's guidance.

Guided Solo Teaching (weeks 12-13 during the first semester and weeks 9-10 in 2nd semester) The student teacher is responsible for all classroom activity during the time she/he is assigned to the school during the guided solo teaching including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by the supervising teacher in advance. Classrooms should be run as in the normal routine, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. The supervising teacher may stay in the room and assist the student teacher in this transition period and may wish to take responsibility for a group of students during this time. The student teacher continues to need guidance and coaching; however, it is important to encourage independence and risk-taking.

Solo Teaching (weeks 11-16 in 2nd semester) The student teacher is responsible for all classroom activity during the time she/he is assigned to the school during the solo teaching including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by the supervising teacher 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. The supervising teacher may leave the room for extended periods of time. This is an ideal time for supervising teachers to take students to the cafeteria or library for individual instruction or assessment. Student teaching should allow the supervising teacher extra time to provide for the individual needs of students who are striving to become more competent learners. It is not a time to free up the teacher to take on other responsibilities. The classroom teacher continues to be responsible for the progress of the classroom students and the student teacher.

Phase Out (Week 16 the second placement) - During the last week of the placement, the student teacher is "phased out" (teaches less and less) and the supervising teacher is phased back in to normal teaching responsibilities. The final week can be considered partially a team-teaching week. However, the student teacher may not be teaching the entire school day. During this week, the student teachers are encouraged to observe other exemplary teachers at their school sites. The supervising teacher and student teacher will meet during this week to review the *Summative Assessment of Student Teaching*, and the supervising teacher should initial the completed TPE components on the form. This form is given to the University liaison to be included in the student teacher's file at the University.

Observations

The supervising teacher is required to conduct at **least five formal observations each semester**. This is to be documented on the *Record of Observations and Conferences* Form. Notes from the observation are to be kept in the portfolio. These forms are to be given to the University liaison at the end of the semester. Supervising teachers are encouraged to make as many observations of the student teacher as possible, both formally, as described in the previous paragraph, and informally. 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

The University liaison will be meeting with the supervising teacher and student teacher on a regular basis to discuss progress for the student. This may be increased, as necessary. The supervising teacher and student teacher will generally meet prior to the teaching lesson to go over the lesson plans, observe in the classroom, and then meet again with the student teacher for a post-conference. If the student teacher would like a formal observation conducted by the principal or other administrator, assistance in making the arrangements is appreciated.

Forms to use

The four forms are included at the end of this Handbook::

1. **Record of Observations and Conferences** Form – to be completed each time a formal observation is conducted, with at least five during each semester. At the end of the semester this form is given to the University liaison.
2. **Formal Lesson Observation Record** Form - to be completed each time a formal observation is conducted. One copy is kept in a file; a second copy is given to the student. At the end of the semester, all copies are given to the University liaison.
3. **Formative Assessment of Student Teaching** – to be completed in the seventh week and fourteenth week of the first semester and the seventh week of the second semester.
4. **Summative Assessment of Student Teaching** – to be completed at the end of the second semester and is given to the University liaison.



UNIVERSITY LIAISON'S INSTRUCTIONS

Requirements and Responsibilities

1. **Confer** with the supervising teacher and principal when often.
 - 1.1 At the beginning of each placement an initial conference will be held with student teachers and the supervising teachers. The principal or designee should be invited to the meeting. If the principal or designee cannot attend, the University liaison should meet with the principal individually, even if for just a short introductory meeting. The purpose of this conference is to discuss each person's responsibilities, the University evaluation forms, and supervision procedures.
 - 1.2 Visit the school at least seven times during the semester (ideally every two weeks). During the visit, contact each supervising teacher and student teacher and ascertain how the student teacher is progressing. Check each student teacher's binder with lesson plans and evaluations.
 - 1.2 Brief, regular contacts should be made to confirm each student teacher's progress.
 - 1.3 Be available to the supervising teacher, principal, and student teacher as needed.
2. **Observations**
 - 2.1 In this Integrated Program, the University liaison is not required to conduct **regular** observations of each student teacher. However, the University liaison should seek to observe each of his/her student teachers at **least once** during the semester and complete a Formal Lesson Observation Record form.
 - 2.2 If problems arise, the University liaison should conduct additional observations, as needed.
3. **Weekly documentation** to be collected for each student teacher:
 - 3.1 The supervising teacher should complete Observation Report each time he/she conducts a formal observation. The supervising teacher should conduct at least one formal observation cycle each week (pre-conference, observation, post-conference).
 - 3.2 The formal observations conducted by the supervising teacher are to be documented in the Record of Observations Form.
 - 3.3 These forms are to be collected at the end of the semester and submitted to the Field Services Coordinator.
4. **Midterm evaluation**
 - 4.1 Please collect a written *Formative Assessment of Student Teaching* completed by the supervising teacher concerning the student teacher at the eighth week of the placement.
 - 4.2 These forms are to be collected at the end of the semester and submitted to the Field Services Coordinator.
5. **Submission of Documentation for Final Evaluation**

- 5.1 A *Summative Assessment of Student Teaching* for each student teacher is required. Please make sure it is signed by all parties and discussed with the student teacher.
- 5.2 First Placement
- a. By the last day of the first student teaching placement the University liaison is required to turn in a file folder containing the following:
 1. A stapled packet for each student teacher consisting of the following:
 - top: The supervising teacher's Record of Observations and Conferences
 - middle: The supervising teacher's signed *Formative Assessment of Student Teaching* (2 copies for the first semester)
 - bottom: All Lesson Observation Reports
 2. A *grade sheet* stating the names of your student teachers and their grades (credit/no credit).
 - The University liaison is responsible for assigning a grade to each of his/her student teachers.
- 5.3 Second Placement
- a. The University liaison will need to assist the student teacher to complete the tasks for the Teacher Performance Assessment Tasks 2, 3, and 4, including video-taping.
 - b. Prior to the last day of final exams, the University liaison is required to turn in a file folder containing the following:
 1. A stapled packet for each student teacher consisting of the following:
 - top: The *Summative Assessment of Student Teaching* (signed by the student teacher, the supervising teacher, and the university liaison).
 - middle: The supervising teacher's *Record of Observation and Conferences*
 - middle: The supervising teacher's signed *Formative Assessment of Student Teaching*
 - bottom: *All Observation Reports*
 2. A *grade sheet* stating the names of your student teachers and their grades (credit/no credit).
 - The University liaison is responsible for assigning a grade to each of the student teachers.

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Department of Teacher Education - Multiple Subject Credential Program

STUDENT TEACHER'S INFORMATION SHEET/SCHEDULE

Copies to: Student Teacher, Supervising Teacher, University Liaison

<p>Student Teacher Information</p> <p>Name _____</p> <p>Home Phone _____</p> <p>Home Address _____</p>	<p>Email _____</p> <p>Cell phone _____</p>
<p>Student Teaching Assignment</p> <p>District _____</p> <p>School _____</p> <p>School Phone Number _____</p> <p>School Address _____</p> <p>Grade Level _____</p>	<p>Superintendent _____</p> <p>Principal _____</p> <p>School Secretary _____</p> <p>_____</p> <p>Room Number _____</p>
<p>Supervising Teacher Information</p> <p>Name _____</p> <p>Home Phone _____</p>	<p>Email _____</p> <p>Cell phone _____</p>
<p>University Supervisor Information</p> <p>Name _____</p> <p>Home Phone _____</p> <p>Best time to contact supervisor _____</p>	<p>Email _____</p> <p>Cell phone _____</p>

Schedules

Student Teacher's Personal Daily Schedule (include classes you are taking and any other commitments you have on your time)

Class Schedule (for the classroom where you student teach- attach another page of necessary)

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 Department of Teacher Education
 Multiple Subject Credential Program

SUPERVISING TEACHER'S RECORD OF OBSERVATIONS AND CONFERENCES

Student Teacher _____	Semester/Year _____
University Supervisor _____	Grade _____
District _____	Principal _____
School _____	Supervising Teacher _____

	Subject	Type of Contact *	Formal Observation Cycle Dates			Signature of Supervising Teacher	Signature of Student Teacher
			Pre-conference	Observation	Post-conference		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

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

*Type of contact:

- INT = Introductory conference with student teacher and supervising 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 Supervising Teacher
- O = Observation, not part of formal observation cycle
- C = Conference, not part of formal observation cycle

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FORMAL LESSON OBSERVATION RECORD

Student: _____ School: _____ Teacher: _____
 Date of Observation: _____ Time: _____ Grade: _____
 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**

SUPERVISOR: PLEASE LIST EVIDENCE NOTED DURING OBSERVATION Circle Performance Level

TPE 8, 9 – GS: Establishing Goals/Standards (Use of State-Adopted Content Standards; appropriate goal and objective based on standards)	4 3 2 1 UJ
TPE 8, 9 – LAS: Learning About Students (Obtaining relevant information about the class and students with special linguistic and academic needs)	4 3 2 1 UJ
TPE 4, 5, 6, 7, 8, 9 – PFI: Planning for Instruction (Appropriate instructional strategies; materials for subject matter content standards; class composition)	4 3 2 1 UJ
TPE 4, 5, 6, 7, 10, 11 – CE: Classroom Environment (Appropriate use of instructional time; appropriate procedures and routines; appropriate expectations and climate)	4 3 2 1 UJ
TPE 4, 5, 6, 7 – MA: Making Adaptations (Relevant and appropriate instructional strategies and materials for students with special needs - EL and special needs students)	4 3 2 1 UJ
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)	4 3 2 1 UJ
TPE 2, 3 – AESL: Analyzing Evidence of Student Learning (Appropriate progress monitoring at key points; appropriate classroom assessment and analysis)	4 3 2 1 UJ
TPE 13 – R: Reflecting (Detailed and relevant reflection on results of instruction, adaptations and assessment in order to improve future teaching)	4 3 2 1 UJ

Comments and suggestions for future growth (continue on additional page if necessary):

Supervising Teacher _____ Student Teacher _____
 (Signatures verify observation and conference)

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Department of Teacher Education
Multiple Subject Credential Program

FORMATIVE ASSESSMENT OF STUDENT TEACHING ~ 4 pages

TO BE COMPLETED AT WEEKS 5 AND 9 OF THE STUDENT TEACHING PLACEMENT

Supervising Teacher RATES the student teacher in each item.

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

Domain A: Making Subject Matter Comprehensible to Students

	4	3	2	1	UJ
<i>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction -- Candidate:</i>					
1. Demonstrates the ability to teach the state-adopted academic content standards for students in English/ language arts.					
2. Demonstrates the ability to teach the state-adopted academic content standards for students in mathematics.					
3. Demonstrates the ability to teach the state-adopted academic content standards for students in science.					
4. Demonstrates the ability to teach the state-adopted academic content standards for students in history/ social science.					
5. Demonstrates the ability to teach the state-adopted academic content standards for students in health.					
6. Demonstrates the ability to teach the state-adopted academic content standards for students in visual and performing arts.					
7. Demonstrates the ability to teach the state-adopted academic content standards for students in phys. ed.					

Domain B: Assessing Student Learning

	4	3	2	1	UJ
<i>TPE 2: Specific Pedagogical Skills for Subject Matter Instruction – Candidate:</i>					
1. Demonstrates use of progress monitoring at key points during instruction					
2. Paces instruction and re-teaches content based on evidence gathered using assessment strategies					
3. Anticipates, checks for, and addresses common student misconceptions and misunderstandings					
<i>TPE 3: Interpretation and Use of Assessments -- Candidate:</i>	4	3	2	1	UJ
1. Understands and uses a variety of informal and formal assessments to determine students' progress and plan instruction					
2. Understands and uses formative and summative assessments to determine students' progress and plans instruction					
3. Uses multiple measures including information from families to assess student knowledge, skills, and behaviors					
4. Knows when and how to use specialized assessments based on student's needs					
5. Interprets assessment data of English Learners to determine level of proficiency in English and the primary language, so as to plan appropriate instruction					
6. Understands how to familiarize students with the format of standardized tests					

Domain C: Engaging and Supporting Students in Learning

	4	3	2	1	UJ
<i>TPE 4: Making Content Accessible – Candidate:</i>					
1. Incorporates specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted content standards for students to provide a balanced and comprehensive curriculum					
2. Prioritizes and sequences essential skills and strategies in a logical, coherent manner relative to students' current level of achievement					

3. Varies instructional strategies according to the purpose and lesson content					
4. Explains content clearly and reinforces content in multiple ways (written and oral presentations, manipulatives, physical models, arts, diagrams, non-verbal communication, and computer technology)					
5. Provides opportunities and adequate time for students to practice and apply what they have learned					
6. Teaches students strategies to read and comprehend a variety of texts and information resources, and models active listening					
7. Motivates students and encourages student effort					
8. Takes additional steps to foster access and comprehension for all learners					
TPE 5: Student Engagement – Candidate:	4	3	2	1	UJ
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. Frames meaningful questions and extends students' thinking by asking stimulating and challenging questions					
TPE 6: Developmentally Appropriate Teaching Practices K-8 – Candidate:	4	3	2	1	UJ
1. Designs academic activities that suit the attention span of the learners					
2. Connects instructional activities with the student's immediate world, including hands-on experiences and manipulatives to help students learn					
3. Teaches and models norms of social interaction					
4. Makes special plans for students who require extra help or have exceptional needs					
5. Provides intensive support for students who lack basic skills and understandings					
6. Designs learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills					
7. Develops students' skills for working in groups to maximize learning					
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:	4	3	2	1	UJ
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 and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English to provide instruction differentiated to students' language abilities					
4. Selects instructional materials and strategies to develop students' abilities to comprehend and produce English					
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					

D. Planning Instruction and Designing Learning Experiences for All Students

TPE 8: Learning About Students – Candidate:	4	3	2	1	UJ
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 students' behavior					

5. Using multiple sources, identifies students needing specialized instruction (physical disabilities, learning disabilities, health status, gifted)					
TPE 9: Instructional Planning – Candidate:	4	3	2	1	UJ
1. Plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with the State-adopted academic content standards					
2. Established 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. Plans how to explain content clearly and make 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:	4	3	2	1	UJ
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:	4	3	2	1	UJ
1. Develops and maintains clear expectations for academic and social behavior					
2. Creates a positive climate for learning and promotes student effort and engagement					
3. Writes and implements a student discipline plan					
4. Establishes rapport with students and their families through caring, respect, and fairness					
5. Responds appropriately to sensitive issues and classroom discussions					
6. Helps students work responsibly with others and independently					
7. Recognizes how the social environment maximizes academic achievement and makes necessary changes					

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations - Candidate:	4	3	2	1	UJ
1. Takes responsibility for student academic learning outcomes					
2. Is aware of his/her personal biases and values and recognizes ways these can affect the teaching and learning of students					
3. Manages 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. Identifies 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:	4	3	2	1	UJ
1. Evaluates his/her own teaching practices and subject matter knowledge.					

2. Solicits feedback from 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 Supervising Teacher _____

Name of University Supervisor _____

District _____

School _____

Grade Level _____

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

_____ Fifth week of placement

_____ Ninth 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

Supervising Teacher Signature Date

University Supervisor Signature Date

=====

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

Student Teacher Signature Date

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Department of Teacher Education Multiple Subject Credential Program

SUMMATIVE ASSESSMENT OF STUDENT TEACHING ~ 4 pages

Supervising Teacher: 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

<i>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction -- Candidate:</i>	Coop Teach CT	Univer Superv US
1. Demonstrates the ability to teach the state-adopted academic content standards for students in English/ Language arts		
2. Demonstrates the ability to teach the state-adopted academic content standards for students in mathematics		
3. Demonstrates the ability to teach the state-adopted academic content standards for students in science		
4. Demonstrates the ability to teach the state-adopted academic content standards for students in history/ social science		
5. Demonstrates the ability to teach the state-adopted academic content standards for students in health		
6. Demonstrates the ability to teach the state-adopted academic content standards for students in visual and performing arts		
7. Demonstrates the ability to teach the state-adopted academic content standards for students in phys. ed.		
WAS TPE 1 MET (NEED TO MEET 6 OF THE 7 ITEMS UNDER THIS TPE)? Circle Response: YES NO		

Domain B: Assessing Student Learning

<i>TPE 2: Specific Pedagogical Skills for Subject Matter Instruction – Candidate:</i>	CT	US
1. Demonstrates use of progress monitoring at key points during instruction		
2. Paces instruction and re-teaches content based on evidence gathered using assessment strategies		
3. Anticipates, checks for, and addresses common student misconceptions and misunderstandings		
WAS TPE 2 MET (NEED TO MEET 3 OF THE 3 ITEMS UNDER THIS TPE)? Circle Response YES NO		
<i>TPE 3: Interpretation and Use of Assessments -- Candidate:</i>		
1. Understands and uses a variety of informal and formal assessments to determine students' progress and plans instruction		
2. Understands and uses formative and summative assessments to determine students' progress and plan instruction.		
3. Uses multiple measures including information from families to assess student knowledge, skills, and behaviors		
4. Knows when and how to use specialized assessments based on students' needs		
5. Interprets assessment data of English Learners to determine level of proficiency in English and the primary language so as to plan appropriate instruction		
6. Understands how to familiarize students with the format of standardized tests		
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

<i>TPE 4: Making Content Accessible – Candidate:</i>	CT	US
1. Incorporates specific strategies, teaching/instructional activities, procedures and experiences that address state adopted content standards for students to provide a balanced and comprehensive curriculum		
2. Prioritizes and sequences essential skills and strategies in a logical, coherent manner relative to students' current level of achievement		
3. Varies instructional strategies according to the purpose and lesson content		
4. Explains content clearly and reinforces content in multiple ways (written and oral presentations, manipulatives, physical models, arts, diagrams, non-verbal communication, and computer technology)		

5. Provides opportunities and adequate time for students to practice and apply what they have learned		
6. Teaches students strategies to read and comprehend a variety of texts and information resources, and models active listening		
7. Motivates students and encourages student effort		
8. Takes additional steps to foster access and comprehension for all learners		
WAS TPE 4 MET (NEED TO MEET 7 OF THE 8 ITEMS UNDER THIS TPE)? Circle Response: YES NO		
<i>TPE 5: Student Engagement – Candidate:</i>	CT	US
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. Frames meaningful questions and extends students’ thinking by asking stimulating and challenging questions		
WAS TPE 5 MET (NEED TO MEET 5 OF THE 6 ITEMS UNDER THIS TPE)? Circle Response: YES NO		
<i>TPE 6: Developmentally Appropriate Teaching Practices K-8 – Candidate:</i>	CT	US
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, to help students learn		
3. Teaches and models norms of social interaction		
4. Makes special plans for students who require extra help or have exceptional needs		
5. Provides intensive support for students who lack basic skills and understandings		
6. Designs learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills		
7. Develops student’s skills for working in groups to maximize learning		
8. Supports students in taking intellectual risks and trying new roles and responsibilities in the classroom		
9. Distinguishes between misbehavior and over-enthusiasm and respond 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		
<i>TPE 7: Teaching English Learners – Candidate:</i>	CT	US
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 and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English to provide instruction differentiated to students’ language abilities		
4. Selects instructional materials and strategies to develop students’ abilities to comprehend and produce English		
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 in 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

<i>TPE 8: Learning About Students – Candidate:</i>	CT	US
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 students’ 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 : YES NO		
TPE 9: Instructional Planning – Candidates:	CT	US
1. Plans instruction that is comprehensive in relation to the subject matter to be taught and 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. Plans how to explain content clearly and make 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 & volunteers are available, plans how to use them to assist students in reaching instructional goals		
WAS TPE 9 MET (NEED TO MEET 8 OF THE 9 ITEMS UNDER THIS TPE)? Circle Response: YES NO		

Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time – Candidate:	CT	US
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		
WAS TPE 10 MET (NEED TO MEET 3 OF THE 3 ITEMS UNDER THIS TPE)? Circle Response: YES NO		
TPE 11: Social Environment – Candidate:	CT	US
1. Develops and maintains clear expectations for academic and social behavior		
2. Creates a positive climate for learning and promotes student effort and engagement		
3. Writes and implements a student discipline plan		
4. Establishes rapport with students and their families through caring, respect, and fairness		
5. Responds appropriately to sensitive issues and classroom discussions		
6. Helps students work responsibly with others and independently		
7. Recognizes how the social environment maximizes academic achievement and makes necessary changes		
WAS TPE 11 MET (NEED TO MEET 6 OF THE 7 ITEMS UNDER THIS TPE)? Circle Response: YES NO		

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations -- Candidate:	CT	US
1. Takes responsibility for student academic learning outcomes.		
2. Is aware of his/her personal biases and values and recognize ways these can affect the teaching and learning of students.		
3. Manages 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. Identifies suspected cases of sexual abuse, neglect, and sexual harassment and carries laws 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, making arrangements for classroom activities/instruction during absences.		

WAS TPE 12 MET (NEED TO MEET 8 OF THE 9 ITEMS UNDER THIS TPE)? Circle Response: YES NO		
TPE 13: Professional Growth – Candidate:	CT	US
1. Evaluates his/her own teaching practices and subject matter knowledge		
2. Solicits feedback from 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.		
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	
_____ 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 Subject Credential Program, through the Selection and Review Committee, recommends this student for a Multiple Subject Credential.	
_____ <i>Signature of Chair of S & R Committee or designee</i>	_____ <i>Date</i>

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Department of Teacher Education
Multiple Subject Credential Program

STUDENT TEACHING IMPROVEMENT PLAN

Student Teacher: _____ School: _____
Supervising Teacher: _____ Grade: _____
University Supervisor: _____ Date: _____

Specific Areas of Weakness in the Student's Performance

	TPE Number	TPE Item #	Explanation of Weakness
1			
2			
3			
4			
5			

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

	Expected Performance	Support to be Provided	Met By (date)
1			
2			
3			
4			
5			

University Supervisor's Signature

Supervising Teacher's Signature

*Student Teacher's Signature

* Student teacher signature does not indicate agreement or disagreement.

OPTIONAL LESSON PLAN #1

Direct Instruction Lesson Plan

Original to: University Supervisor, Supervising Teacher

Copy to: Student teacher

Your Name _____

Date _____ Estimated Lesson Length _____

Lesson Objective:

Content Area Standards:

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?

II. INSTRUCTION (INPUT)

- Pre-assess? How will you find out where to begin instruction?
- What information will you provide? What will you say?
- Will it be clearly stated/ will concepts be explained well?
- Are appropriate examples planned?
- Have you utilized student questioning as an instructional strategy?
- Have you planned to provide for various modes of learning (visual, auditory, kinesthetic/tactile)?
- Is there a progression from teacher demonstration to gradually having the students assume more responsibility for explaining what to do next?
- Are you modeling what the students are expected to do?
- Is it visual as well as auditory?
- 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?

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?
- Are the activities congruent with the objective?
- How will you illicit overt student responses that demonstrate the behavior stated in your objective?
- How will you provide examples of your practice exercises?

IV. CLOSURE (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?

V. INDEPENDENT PRACTICE

- What will the student do to use/practice the new knowledge?
- Is practice massed in beginning stages?
- Have you made arrangements for practice to be distributed over time?

VI. REFLECTION

Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
To what extent did the class or group as a whole achieve the academic learning goals 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?

What are your next steps with the class or group?

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?

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?

OPTIONAL LESSON PLAN #2

Original to: University Supervisor, Supervising Teacher

Copy to: Student teacher

Your Name _____

Date: _____ Estimated time for lesson: _____

Lesson Objectives:

Content Area Standards:

Materials:

LESSON PLAN FORMAT

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?

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.

3. WRAP-UP/DEBRIEFING

- How will you close the lesson and have the students "pull-together" what they learned?
- List the two to five key questions you will ask to determine if students learned what you taught.

4. REFLECTION – Provide detailed responses and cite examples.

- Did you teach the lesson as planned? If not, what changes did you make and why?
- How appropriate were your time allocations?
- To what extent did the class as a whole (or the group) achieve the academic learning goals of the lesson?

- In what ways was your lesson effective and what might you do differently to improve the lesson?
- How well did the lesson connect with the students' background and developmental information?
- What will you do for the students who did not achieve the academic learning goals?
- What are your next steps with the class or this group?
- In what ways was your lesson effective and what might you do differently to improve it for your English learners or your challenged students?
- 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 have you learned about the need for making adaptations as you plan for differentiated instruction?

OTHER ASPECTS OF LESSON PLANNING TO CONSIDER

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?

BEYOND THE LESSON – REFLECTION

Provide detailed responses and cite examples from the lesson.

- Did you teach the lesson as planned? If not, what changes did you make and why?
- How appropriate were your time allocations?
- To what extent did the class as a whole (or the group) achieve the academic learning goals of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson?
- How well did the lesson connect with the students' background and developmental information?
- What will you do for the students who did not achieve the academic learning goals?
- What are your next steps with the class or this group?
- In what ways was your lesson effective and what might you do differently to improve it for your English learners or your challenged students?
- 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 have you learned about the need for making adaptations as you plan for differentiated instruction?
- 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?