Student Teaching Handbook
Department of Learning and Teaching
School of Leadership and Education Sciences
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About this Handbook
This handbook has been developed by the Office of Field Experiences to present information to the student teachers, cooperating teachers, university supervisors and placement staff members. It is our hope that the contents of this handbook will assist you in your student teaching experience. By defining everyone’s function, we anticipate that all participants will better understand their responsibilities and the significance of their roles. With this knowledge, and through coordinated teamwork, we are confident we can successfully work together to make your experience run smoothly.

Contact Information

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University of San Diego Mission Statement
The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

University of San Diego Core Values
The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the University's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

- Academic Excellence
- Knowledge
- Community
- Ethical Conduct
- Compassionate Service

SOLES Vision and Mission
We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

Our mission supports this vision in three important respects:

- It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society.
- We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development.
- We value professional and community service and encourage such service by our students.

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

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

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

Members of our department learning-community are committed to:

Access & Equity
We emphasize that all students deserve access to high quality educational opportunities and experiences and the supports necessary to participate and achieve in society.

Urban Education
We provide our teacher candidates with the tools to address the realities of teaching in urban schools that typically consist of highly diverse student populations, students living in poverty, first generation immigrants, English learners, students with special needs, and students at risk.

Culture of Caring
We fully embrace an ethic of care and prepare our students to cultivate such a culture with their future students within all of the communities in which they will engage.

Research-guided practice
Our students are empowered by engaging with the most contemporary research-based practices including action research, inquiry-based learning, lesson study, project-based learning, and other empirically based instructional methodologies that they will be able to utilize throughout their professional teaching careers.

Internationalization
Our coursework and program requirements are designed to help cultivate a global perspective relative to education. Through rich and varied opportunities, master’s degree candidates explore educational issues, trends and practices around the world and engage in an international learning experience.
DLT Student Learning Outcomes

The current learning outcomes are aligned with CAEP, edTPA, and InTASC Standards.

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

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

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

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

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

Overview

The School of Leadership and Education Sciences is a National Council for Accreditation of Teacher Education (NCATE) professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, marital and family therapy, and administration in school settings; as well as leaders in the public, nonprofit, and military sectors. NCATE is a subsidiary of the Council for the Accreditation of Educator Preparation (CAEP) and is maintaining its recognition by the U.S. Department of Education and the Council for Higher Education Accreditation.
Preparation to Student Teach

Field Experience Requirements

Our students begin their teaching experiences early in their academic careers. Advancement to daily student teaching responsibilities is limited to students who have met all requirements.

Through both coursework and fieldwork, we want our students to understand that the United States is a land rich in diversity and this diversity is reflected in our nation’s schools. According to the California Department of Education, the California student population is 26.15% White, 6.53% African American, 52.03% Hispanic, 2.53% Filipino, and 8.61% Asian, and 0.56% Pacific Islander. In addition, over 25% of the students are English learners, more than half meet the free and reduced lunch requirement and approximately 10% are in special education.

To be fully prepared to teach in these schools, the candidate must have a variety of field experiences. With this in mind, we have designated our fieldwork experiences to ensure our students are aware of and appreciate the diversity found in San Diego schools. Each student is required to participate in field experiences that are diverse with respect to school site, and grade level and cultural backgrounds of the students.

The multiple subject credential candidate must have at least one field experience (practicum or student teaching) in the grade ranges K-2 and one other grade level. The single subject credential candidate must have field experience at more than one grade level. In addition to experience in an urban setting during their field experience, student teacher candidates are also offered opportunities in project based learning (PBL) settings, and technology rich environments.

**NOTE: Please refer to appropriate MCC Supplement for additional information.**

How Student Teaching Fits into Field Experiences

Field experience is an integral part of the USD Learning and Teaching Program. Field experiences are opportunities for the student to apply coursework theory in environments that allow for increasing levels of responsibility. The field experiences should relate to the student's professional goals, provide the opportunity to interrelate theory and practice, and prepare the student for daily classroom responsibilities. The student is monitored and evaluated by university supervisors in nearly all field experiences in order to enable the USD staff and faculty to determine when the student is ready for credentialing.

There are four types of field experiences and each credential program course utilizes one of them.

1. **Classroom observations** provide the student with the opportunity to observe teachers in a variety of settings.
2. **Service learning** is experiential learning through service that meets the needs of the community and the student.
3. A **practicum** is an opportunity for the student to work with experienced teachers and
to practice the specific techniques being taught in a methods course.

4. **Student teaching** is a training process that provides the student with opportunities to gradually work into being responsible for total classroom management, instruction and planning, and the other duties of a regular classroom teacher. Student teaching is the culminating course and experience in the credential program. This experience is organized to give the student the opportunity to observe, plan, and practice. It is a time for the student teacher to extend his or her understanding of concepts developed in the prerequisite coursework and to continue to develop skills to meet the Teaching Performance Expectations (TPEs).

**Prerequisites to Student Teaching**

All candidates applying to student teach must be admitted into the USD credential program.

**Applying to Student Teach**

There is a mandatory preliminary meeting each fall and spring for students applying to student teach in the following semester. These meetings are held in October for spring student teaching and March for fall student teaching. Meeting dates are announced two to three weeks before the meeting. Student Teaching Applications are online and access to the website is presented at the above mentioned meeting.

Student teacher placements are made within various San Diego County school districts. The most important consideration in the placement process is providing experiences with competent, professional cooperating teachers in school settings that will support student learning. Please note that Special Education internships and student teaching have additional requirements.

**Before applying to student teach, the candidate must:**

1. Complete the Certificate of Clearance process through the Credential Analyst. *(This requirement must be completed upon admission to the program)*
2. Take the CBEST and submit original passing results to the Credential Analyst.
3. Meet the subject-matter requirement by submitting verification of completion of an approved program (Math only) or by submitting passing CSET test results to the Credential Analyst.

**Before starting to student teach, the candidate must:**

1. Successfully complete all other coursework
2. Have a GPA of 2.75 and C- or better in upper division courses (undergraduates) OR have a GPA of 3.0 (graduate students).
3. Liberal Studies majors must have a grade of C or better in all major courses
4. Receive a grade of B- or better in all credential courses.
5. Successfully complete both methods course practicums and have evaluations on file.
6. Pass an advancement interview.
Credential Experiences

Multiple Subject Credential Experience

The student teacher starts his or her student teaching assignment by becoming oriented to the school community. As the student teacher progresses through the assignment, he/she takes on additional teaching responsibilities. This starts with planning and teaching in one subject. When the student teacher and cooperating teacher feel that the student teacher is ready, the student begins teaching another subject. The experience continues this way until the student teacher is responsible for all classroom instruction and management.

The student teacher is required to be completely responsible for the classroom for a minimum of four weeks, although longer is preferred. The student teacher is expected to follow the same classroom hours as the cooperating teacher. The student teacher is also expected, upon principal approval, to participate in the full range of teacher activities, such as attending open houses, faculty meetings, and professional development.

The student teacher follows the calendar of the schools to which he/she is assigned. This means that holidays and breaks of the school district are observed rather than USD holidays and breaks. The student teacher should not plan his or her semester schedule until the placement begins.

*NOTE: Please refer to appropriate MCC Supplement for additional information*
Single Subject Credential Experience

The single subject student teaching experience is a full day, full-time assignment. The assignment must include at least one of the following: either two different courses, or two different grade levels, or two cooperating teachers.

The student teacher starts the student teaching assignment by becoming oriented to the school community. After an initial period of observation, the student teacher begins taking on teacher responsibilities. This starts with planning and teaching in one period. When the student teacher and cooperating teacher feel that the student teacher is ready, the student takes on each of the other periods one at a time. The student teacher is required to be completely responsible for four periods, a minimum of four weeks, although most student teachers have complete responsibility for a longer period.

The student teacher is expected to follow the same classroom hours as the cooperating teachers. The student teacher is also expected, upon principal approval, to participate in the full range of teacher activities, such as attending open houses, faculty meetings and professional development.

The student teacher follows the calendar of the schools to which he/she is assigned. This means that holidays and breaks of the school district are observed rather than USD holidays and breaks. The student teacher should not plan his or her semester schedule until the placement begins.

NOTE: Please refer to appropriate MCC Supplement for additional information.

Education Specialist Credential (Special Education)

USD offers a credential program to prepare special education teacher candidates to teach within schools and other agencies. Students will gain competencies through special education common core courses. Students who are interested in Special Education options should consult the Special Education faculty. Advising sheets with specific program requirements are available for the Special Education programs.

NOTE: Please refer to appropriate MCC Supplement for additional information.
edTPA
One of the most important challenges facing public education is to ensure that the nation’s increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom. That is why Stanford University and the American Association of Colleges for Teacher Education formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA gives teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement. At USD, all teacher candidates meet the state requirement for a performance assessment by completing the edTPA.

Student Teaching Seminar
During student teaching, the student teacher is required to attend a once per week student teaching seminar. A portion of this seminar is dedicated to preparation for successful completion of the edTPA. Reflection and discussion of the daily student teaching experience is another component of the seminar. As a courtesy, student teachers should notify cooperating teachers of their seminar meeting dates.

Student Teaching Triad
The Triad Members
There are three members of the student teaching triad: student teacher, cooperating teacher and university supervisor. The triad will meet a minimum of three times during the semester: orientation, mid-term evaluation and final evaluation. The university sets specific expectations for each of these three roles.

Guidelines for Cooperating Teachers
The student teaching experience is the culmination of the teacher pre-service preparation program. During student teaching, the student teacher learns in a supportive environment through doing, and applies theories learned in class work to the practice of teaching. The student teaching program at the University of San Diego is primarily designed as an opportunity for the student teacher to learn rather than as a test of how much he/she already knows. The aim of the program is to produce strong beginning teachers, and the cooperating teacher is the key to this success. Through the efforts of the cooperating teacher and those of other staff members at the school, we expect the student teacher to learn the:

1. Necessary skills and confidence for the management of a class;
2. Techniques for planning and implementing high quality and engaging lessons; and
3. Skills to effectively work with fellow teachers, other professional staff members, administrators, and parents.
**Responsibilities for Cooperating Teachers**

**Help the student teacher get off to a good start.**
Prepare your pupils for the arrival of the student teacher. Introduce the student teacher to the pupils as another teacher, and introduce him/her to your colleagues at the school. Make sure that the student teacher becomes acquainted with the school policies and procedures. Define expectations and the extent of authority and responsibility early. Provide needed textbooks, materials, and equipment. Provide a workspace and a place for the student teacher to store personal items. Allow the student teacher the opportunity to observe other exemplary classrooms and participate in all school functions.

**With the student teacher, develop a schedule that gradually allows the student teacher to assume classroom responsibilities.**
The student teacher should be given gradual responsibility, rather than total responsibility from the start. We recommend that your student teacher spend most of the first two to three days observing your classroom activities as well as those of your colleagues. Direct these observations toward particular features of your teaching or the activities of pupil; the observation period will be more valuable if it is directed rather than non-directed.

After the initial period, the student teacher should begin instructional activities. With the student teacher, develop a schedule that gradually allows the student teacher to assume classroom responsibilities. A cooperative, team teaching approach is certainly permissible and encouraged. The student teacher is required to complete a minimum of four weeks when he or she is solely responsible for all instruction and classroom management. Many students are solely responsible for a much longer time.

**Model a variety of effective instructional practices and classroom management techniques.**
The student teaching experience is an opportunity for the student teacher to translate academic theory into sound classroom practice. Although he/she has had other field experiences, it is important for the student teacher to see techniques in all subjects, successful transitioning between classes or subject, and the incorporating of non-teaching duties.

**Observe and communicate with the student teacher regularly.**
Your regular observations of the student teacher’s performance, with written feedback on the strengths and weaknesses of the lesson, should be a normal part of the student teaching experience. Per semester, a total of **six formal, written observations** (three before the mid-term evaluation and three after) are submitted to the Supervisor. Please review the student teacher’s lesson plans before the lessons are delivered to the students. Many cooperating teachers have found that keeping a journal or log of their observations, and sharing that log with the student, is an effective method for providing feedback and for monitoring the growth and progress of the student teacher.

**Communicate regularly with the university supervisor.**
The university supervisor will contact you periodically and will conduct at least six observation visits. Please be prepared to give him/her ongoing, informal feedback on how the assignment is progressing. Meet with the student teacher and university supervisor for the orientation,
midterm and final triads.

**Complete the mid-term and final evaluation forms**
These forms are submitted electronically and the supervisor will work with you to ensure they are completed successfully.

**Enjoy the experience!**
Above all, take the opportunity to enjoy your relationship with the student teacher. If any concerns or questions arise, please discuss the issue with the university supervisor and then call us if necessary. You will receive a stipend at the end of the student teaching period.

*NOTE: Please refer to appropriate MCC Supplement for additional information.*
Guidelines for Student Teachers

The student teaching experience is your bridge from pre-service into the profession of teaching. It is an opportunity to try instructional and management techniques as well as to get to know everything that is involved in being a classroom teacher. In order to be successful, we ask our student teachers to keep in mind the following guidelines.

**Be prepared.**
Be sure to arrive to school on time. Upon arrival, check in at the office and follow through on commitments. Be there for the entire day and come as early and stay as late as your cooperating teacher, as appropriate. (If you are in the MCC program, please refer to the MCC Supplement). If you are expected to present a lesson, have it prepared 24 hours in advance, in the format requested, with all materials ready, including a duplicate copy of your lesson plan for your cooperating teacher and/or university supervisor.

**Maintain professional appearance.**
Dress appropriately and be well groomed. Your behavior should be professional at all times.

**Communicate and ask for help.**
Maintain a regular dialogue with your cooperating teacher and university supervisor. Ask your cooperating teacher to share his/her experiences and ideas. Actively participate in the observation and evaluation meetings with your cooperating teacher and university supervisor.

**Call in if you will be absent.**
If you become ill or need to be absent for other reasons, you must call your cooperating teacher, your school office, **AND** your university supervisor. If you were expected to teach, you are responsible for getting the lesson plans and materials to the cooperating teacher. Make arrangements early if you know that you will need to be absent. More than two or three absences will require extra time for student teaching.

**Respect school policies and property.**
Follow all school policies associated with student contact, teacher responsibilities, and professional conduct. Respect and follow the procedures of the cooperating teacher.

**Maintain confidentiality.**
Information about students must be kept confidential. Do not discuss student and parent issues except with your cooperating teacher.

**Get involved.**
Attend faculty meetings, open houses, and other school events. Become as much a part of the staff as possible. For example, go to social functions when invited, and take treats to the staff lounge. Join a professional association and attend its functions.

**Limit your other commitments for the semester.**
Student teaching requires a significant commitment and hours of preparation. We strongly recommend that that you do not take on additional coursework or have an after-school job.
Respect and follow all recommendations and expectations of cooperating teacher(s) and university supervisor.

**Guidelines for Supervisors**

The university supervisor has an important role in the student teaching process. The supervisor serves as objective observer, evaluator and liaison between the school site and USD. He/she will provide support and assistance to the student teacher and serve as a valuable resource. The following are the supervisor’s general responsibilities:

1. Act as a liaison between the university and the school site
2. Help ensure the student teacher and cooperating teacher understand their roles
3. Coordinate and conduct required meetings
4. Make six formal observations of the student teacher
5. Collect and submit cooperating teacher paperwork
6. Conduct mid-term and final evaluations
7. Assign a final grade for student teaching and submit to the Director of Field Experiences
8. Attend all university supervisor meetings
Evaluation Process

Introduction
There are several aspects to the evaluation process. The process includes formal and informal observation, reflection and self-evaluation, a mid-term evaluation, and a final evaluation. A culminating activity is the completion of the edTPA. Students will be assisted in preparing for the edTPA in the Student Teaching Seminar. Details are provided in the edTPA handbook.

The university supervisor and cooperating teacher will each perform a minimum of six observations. Student teachers must submit lesson plans to their supervisor and cooperating teacher at least 24 hours prior to teaching. The length of the observation depends on individual class/subject schedule. After the observation, the student teacher and supervisor (and cooperating teacher when available) will meet to discuss the observation. The supervisor will provide written observation comments to the student teacher.

Reflection—Self Evaluation
To become a competent professional, the student teacher should begin to develop skills as a reflective practitioner. Reflection should be both in the form of oral conversations with the cooperating teacher and university supervisor as well as in written form, as in the student teacher log/journal. The ongoing process of practice/feedback/reflection allows the student teacher to analyze their progress, identify problems, and develop solutions to those problems. Developing these skills will help in the transition in becoming the decision maker in his/her own classroom. This handbook contains a Reflective Analysis of Lesson form that may be used to help in the reflection process.

Midterm Evaluation
Approximately half way through the assignment, the cooperating teacher and the university supervisor will complete the Midterm Evaluation. The triad will meet to discuss the progress of the student teacher in the assignment and set expectations for performance during the second half of the assignment. This is an evaluation that is meant to inform the student teacher of strengths and areas of improvement needed to satisfactorily complete the student teaching assignment. A copy of the mid-term evaluation is found in this handbook.

Final Evaluation
At the end of the assignment the cooperating teacher and the university supervisor will complete the Final Evaluation. The triad will meet to discuss the student teacher’s skills and abilities demonstrated during the assignment. This is a final evaluation of the student teacher’s readiness for the Preliminary California Teaching Credential. A copy of the Final Evaluation Form is found in this handbook.

Procedures for Unsatisfactory Progress
Teaching is a challenging career that requires a variety of skills. These include the ability to constantly be aware of your surroundings, multitask, plan and deliver effective lessons, and assess student engagement and progress. It is not unusual for a student to struggle initially. However, in some cases a student continues to struggle further into the placement.

In a case where the cooperating teacher or supervisor feel the student needs to put forth more
effort, he/she will be notified in writing. It is at this time that the Field Experience Office should be notified as well. The supervisor will complete a “Notification of Need to Improve for Student Teachers” form and outline the specific areas in which improvement is needed and the expected behavior outcomes. A meeting will be held with the triad members to discuss the information on this form. If these outcomes are met, the student will be successful in the placement experience.

If, however, the student does not meet these expected behavior outcomes, the supervisor must complete a form titled “Identification, Assistance or Dismissal of Candidate Enrolled in Student Teaching.” At a meeting that includes the members of the triad and the Director of Field Experiences, the information on the form will be discussed and the student will be informed that he/she will not receive a passing grade for student teaching and will not be recommended for a California Teaching Credential. Future options will be discussed at that time.
STUDENT TEACHER SCHEDULE

Student Teacher: After completing this form, please give a copy to your university supervisor as soon as possible.

Semester/Year: ___________________________ Date: ___________________________

Student Teacher’s Name: ________________________________________________

School Name: __________________________________________________________

Principal’s Name: _______________________________________________________

Cooperating Teacher’s Name: ___________________ Phone #: ________________

Grade Level: ___________ Subject: _________________________________________

Cooperating Teacher: ________________________ Phone #: ________________

Grade Level: ___________ Subject: _______________________________________

Please attach your field experience / student teaching schedule.
Attention Cooperating Teachers: Please help your student teacher complete this form.

Attention Supervisors: Ask the student teacher to discuss the completed version of this form with you.

Attention Students: You are responsible for checking off these competencies by the midterm of student teaching. The cooperating teacher’s signature confirms completion of the required competencies. After obtaining the signature, discuss the form with your Supervisor.

— I am acquainted with the school building, facilities, library, restrooms, cafeteria, offices, parking regulations, faculty lounge, location of instructional resources and the classroom(s) in which I am teaching.
— I understand the use of support facilities such as pupil counseling, the library, audio-visual, and information/technology.
— I am familiar with the school’s safety and security policies, and the plan for fires, earthquakes, and all other emergencies.
— I understand the school’s policies and procedures for taking attendance, roll checks, and tardiness.
— I understand the rules of conduct established by the administration at the school.
— I am familiar with the school’s policies regarding classroom management strategies/plans.
— I have become acquainted with classroom rules, procedures and norms, e.g., discipline, permits, cheating, seating charts, and opening exercises.
— I understand my cooperating teacher’s expectations in terms of meetings, required conferences, lesson planning, and lesson plan requirements.
— I have received from my cooperating teacher copies of texts, teacher guides and other instructional materials.
— I have knowledge of the assessment/grading/evaluation procedures used at the school.
— I understand how students are to be grouped for instruction, i.e., by ability level, grade level, and/or subject matter.
— I know the names of the students I am teaching, as well as the correct spelling and pronunciation of their names.
— I have spent time informally interacting with students.
— I have received information that will enhance my ability to relate with students who have special circumstances.
— I had an opportunity to participate as a member of an individualized education program team (IEP) or attend an IEP meeting.

Cooperating Teacher’s Signature: ________________________________
Lesson Observation Form

USD Student:  
Date:  
Time/Period:  
Visit:  
Lesson Central Focus:

Observer:  
School:  
Grade/Level:  
Class Size:  
Subject/Class:

Teaching to:  
Individually  
Small Group  
Whole Class  
ELL  
IEP(s)  
Multicultural  
Other:

Teaching Performance Expectations (TPE)*
(mark ☑, as appropriate) Record and document evidence of performance using the TPE as a guide to conduct observations.

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<thead>
<tr>
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<th>A Making Subject Matter Comprehensible to Student</th>
<th>1 Critical Thinking, communication, collaboration, creativity</th>
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<tr>
<td>B</td>
<td>Assessing Student Learning</td>
<td>2 Information, Media, Technology Skills</td>
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<tr>
<td>C</td>
<td>Engaging and Supporting Students in Learning</td>
<td>3 Life and Career Skills: Flexibility, Adaptability, Initiative, Self-Direction, Social and Cross-Cultural Skills, Productivity, Accountability, Leadership, Responsibility</td>
</tr>
<tr>
<td>E</td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
<td></td>
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<tr>
<td>F</td>
<td>Developing as a Professional Educator</td>
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21st Century Learning Skills
(mark ☑, as appropriate) Record and document evidence of performance to conduct observations.

<table>
<thead>
<tr>
<th></th>
<th>A Making Subject Matter Comprehensible to Student</th>
<th>1 Critical Thinking, communication, collaboration, creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Assessing Student Learning</td>
<td>2 Information, Media, Technology Skills</td>
</tr>
<tr>
<td>C</td>
<td>Engaging and Supporting Students in Learning</td>
<td>3 Life and Career Skills: Flexibility, Adaptability, Initiative, Self-Direction, Social and Cross-Cultural Skills, Productivity, Accountability, Leadership, Responsibility</td>
</tr>
<tr>
<td>E</td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Developing as a Professional Educator</td>
<td></td>
</tr>
</tbody>
</table>

Summary Focus on TPEs

Strengths and Best Accomplishments (What worked?):

Opportunities for Professional Growth (Things to think about/change?):

Comments:

Next Observation/Consultation scheduled for  
Date:  
Period/Time:

Growth at a Glance:
- Use of Time
- Materials
- Questioning
- Affirming Students
- Directions/Instructions
- Monitoring
- Enthusiasm
- Transitions
- Professional Image
- Attitude
- Response to feedback
- Confidentiality
- Integrity
- Documentation
- Assessment
- Proofreading
- Communication
- Planning
- Technology
- ---
Reflective Analysis of Lesson

_Student teachers:_ You may use this form to reflect upon your lessons.

_Cooperating Teachers and Supervisors:_ This may be used in discussions and in debriefing sessions with the student teacher.

1. Were all the students apparently interested or bored? If there was a lack of motivation, what can I do about it tomorrow?

2. Did all the students participate in class activities and discussions?

3. Were there points in the lesson, which were not understood? Do I need to give additional help to the class or certain individuals?

4. Was there excessive unnecessary talking, restlessness, or idleness?

5. Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently?

6. Did I set a pace that was neither too fast nor too slow?

7. Did I relate the lesson to the daily lives of the students and involve them as much as possible?

8. Did I make smooth transitions from one activity to another?

9. Did I achieve the objectives listed on my lesson plans? What evidence do I have of student achievement?

10. What did I do particularly well today? What can I do better tomorrow?
Part-Time Student Teaching Grading Rubric

University supervisors should use the language of the rubric to provide a rationale for the each candidate’s final grade. Supervisors may add a “+” or “-” to indicate that a candidate’s performance rests slightly above or below a particular letter grade. Supervisors should also work to gather evidence to support the reasoning for the grade.

A: Part-time student teachers who receive A grades stand out in all respects and show clear signs of becoming excellent teachers.

- By the end of the semester, they score 3s and 4s on the final evaluation based upon the Teaching Performance Expectations (TPEs). (See Student Teaching Handbook)
- Willing to take risks, and they capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future.
- View their lessons in the context of big ideas and enduring understandings that guide instruction over time.
- Maintain high expectations for their students and for themselves.
- Demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities.
- Use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement.
- Lead instruction in their classrooms frequently and are capable of designing and implementing effective lessons and units of instruction.
- Go beyond and volunteer for additional activities on campus.
- Collaborate effectively and appropriately with their cooperating teachers and respond well to feedback from their cooperating teachers and coaches.
- Complete the semester well prepared to take on full-time student teaching.

B: Part-time student teachers who receive B grades do well in a number of aspects of student teaching but not consistently across the board.

- They meet, but do not exceed expectations (2s and 3s) in many or any of the competencies targeted on the final student teaching evaluation as based upon the Teaching performance Expectations (TPEs). (See Student Teaching Handbook)
- Are conscientious about meeting their responsibilities but do not take initiative.
- Tend to follow the lead of their cooperating teachers but do not take risks or attempt to add anything of their own to the methods of instruction already being employed.
- Able to engage students and teach effective lessons (but not necessarily consistently), and they do not have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson.
- Do not consistently see their lessons as part of a larger body of instruction and are not able to identify big ideas and enduring understandings that guide them.
• Demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their cooperating teachers and using feedback from their coaches to influence their instruction.
• Complete the semester prepared to take on full-time student teaching, but will possibly need some support in reaching the highest standards.

C: Student teachers receive C grades for the following:

• If students do not understand or meet the expectations for student teaching by attending school daily, participating actively in their classrooms, and collaborating effectively with their cooperating teachers and supervisors, they will receive C grades (or lower).
• In addition, some student teachers may meet the basic expectations for student teaching but fail to engage students, to manage the classroom, or to plan and execute effective instruction. These student teachers also receive C grades.
• Students who receive a C also demonstrate a lack of ability to appear professional in dress, communication, relationship building.
• They often appear moody or insensitive, or possibly act in an awkward or inappropriate manner.
• They are not well prepared to take on full-time student teaching and should think about seeking other opportunities to assist in teaching and gain experience and expertise before teaching on their own.
Full-Time Student Teaching Grading Rubric

University supervisors should use the language of the rubric to provide a rationale for the each candidate’s final grade. Supervisors may add a “+” or “-” to indicate that a candidate’s performance rests slightly above or below a particular letter grade. **Supervisors should also work to gather evidence to support the reasoning for the grade.**

**A: Full-time student teachers who receive A grades stand out in all respects and show clear signs of becoming excellent teachers.**

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

**B: Part-time student teachers who receive B grades do well in a number of aspects of student teaching but not consistently across the board.**

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

C: Student teachers receive C grades for the following:

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

Note: To be completed by supervisor and field experience officer.

Name of Student Teacher ___________________________ Date __________

Name of University Supervisor ______________________________

Name of School Site ___________________________ Grade(s)____

Name of Cooperating Teacher(s) ________________________________

<table>
<thead>
<tr>
<th>Need to improve in the following areas:</th>
<th>Expected Behavioral Outcomes</th>
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<tbody>
<tr>
<td>o Academic:</td>
<td></td>
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<tr>
<td>o Instructional planning skills:</td>
<td></td>
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<tr>
<td>o Teaching skills:</td>
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<td>o Classroom management skills:</td>
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<tr>
<td>o Student diagnosis, achievement, and evaluation skills:</td>
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<td>o Professional responsibilities:</td>
<td></td>
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<tr>
<td>o Interpersonal relationships:</td>
<td></td>
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<tr>
<td>o Other:</td>
<td></td>
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</tbody>
</table>
Identification, Assistance or Dismissal Form

IDENTIFICATION, ASSISTANCE, OR DISMISSAL OF CANDIDATE ENROLLED IN STUDENT TEACHING

To be completed by the Director of Field Experiences

Date: ________________

Student’s Name: _____________________________________________

Supervisor: __________________________________________________

Cooperating Teacher: _________________________________________

School: _____________________________________________________

When a candidate receives a C, D, or F in student teaching, submit this completed form to the student during a conference with the student, university supervisor, cooperating teacher, and Director of Field Experiences.

__ A. The candidate has the potential to become a successful educator. It is recommended that the candidate remain in the program and repeat student teaching (which requires reregistering for student teaching). The areas(s) requiring improvement and suggestions for remediation are on page 2 of this document.

__ B. The candidate is committed to being a successful educator, but requires additional experience before another student teacher placement will be considered. It is recommended that the candidate take a leave of absence from the program. Upon successful completion of recommended activities/programs and attainment of competencies on page 2 of this document, the candidate may return and repeat student teaching (which requires reregistering for student teaching).

__ C. It is recommended that the student be permanently dismissed from the Program. This candidate has been identified as unsuited to be a successful educator and unlikely to become competent.

Student Teacher ___________________________ Cooperating Teacher _______________________

Director of Field Experiences _______________ University Supervisor ____________________
<table>
<thead>
<tr>
<th>The candidate needs to improve in the following areas:</th>
<th>Additional activities that need to be completed before a new placement</th>
<th>Expected classroom behavior outcomes during new placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic:</td>
<td></td>
<td></td>
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<tr>
<td>Instructional planning skills:</td>
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<td>Personal:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

Additional activities need to be completed by: ________________________________
Phases in Student Teaching

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

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

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

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

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

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

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

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject and Single Subject credential holders. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single subject credential holders work in departmentalized settings and have more specialized assignments.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching English-Language Arts in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards to students. They understand how to deliver a comprehensive program of rigorous instruction in Reading, Writing, Speaking and Listening, and Language within standards that establish a progression of increasing complexity. They strategically plan and schedule instruction that ensures that students meet or exceed the standards.

Candidates create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students’ abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students’ abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students’ use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students’ proficiency after instruction.
**Teaching Mathematics in a Multiple Subject Assignment**

Multiple Subject candidates demonstrate the ability to understand and teach the progression of the state-adopted academic content standards for students in mathematics. They facilitate students’ development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriate apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

**Teaching Science in a Multiple Subject Assignment**

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

**Teaching History-Social Science in a Multiple Subject Assignment**

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.
Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

**TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

**Teaching English-Language Arts in a Single Subject Assignment**

English candidates demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening, and language to ensure that students meet or exceed the standards. They understand how to make English-Language Arts comprehensible to students and the need for students to use all forms of language as tools for thinking, learning and communicating.

They understand how to teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. They select appropriate teaching strategies to develop students’ abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas. Candidates understand how to teach vocabulary acquisition and use, standard English conventions, and functions of language in various contexts.

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

**Teaching Mathematics in a Single Subject Assignment**

Mathematics candidates demonstrate the ability to teach the state-adopted academic standards for students to meet or exceed the end of the year expectations for their grade or course in order to be college and career ready by the end of grade 12. Candidates enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. Candidates help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic
representations. They require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, candidates use developmentally appropriate and diverse strategies to engage students in grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Teaching Science in a Single Subject Assignment**
Science candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**Teaching History-Social Science in a Single Subject Assignment**
History-Social Science candidates demonstrate the ability to teach the state-adopted academic
content standards for students in history-social science. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, History-Social Science Single Subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

**Teaching World Language in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in World Language demonstrate the ability to teach the state-adopted academic content standards as outlined in the World Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge...
necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted academic standards. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning, including performance-based real-world applications, questioning strategies, work samples and products. Candidates anticipate, check for, and address common misconceptions and identified misunderstandings. They act upon the information gathered during instruction.

TPE 3: Interpretation and Use of Assessments

Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students’ progress and plan instruction. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students’ needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as well as performance-based real-world applications of learning. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of state-adopted assessment program. They know how to appropriately administer the assessment program, including implementing accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students understand the results of assessments to help students achieve the academic curriculum.
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4: Making Content Accessible

Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to teach students the academic content described in the state-adopted academic content standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose, lesson content and student needs. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates understand how to deliver a comprehensive program of rigorous instruction that includes Reading, Writing, Speaking and Listening, and Language within discipline-specific standards. They provide opportunities and adequate time for students to practice and apply what they have learned to real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They encourage the development of students’ communication skills, including facilitating student interactions within classroom instruction. They teach students strategies to read and comprehend a variety of texts and a variety of information sources in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement

Candidates clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals as identified in the academic content standards. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices
Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate instructional practices to make content accessible to all students.

TPE 6A: Developmentally Appropriate Practices in Grades K-3
During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8
During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Candidates recognize and respond appropriately to these cues.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12
During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They
help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being “different” means for high school students.

**TPE 7: Teaching English Learners**
Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

**D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

**TPE 8: Learning about Students**
Candidates draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. Candidates are knowledgeable about students’ community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn.

Based on assessment data, classroom observation, reflection and consultation, they identify students who need specialized instruction, including gifted students and/or students with physical disabilities, learning disabilities, or health conditions requiring instructional adaptations. They encourage parents to become involved and support their efforts to increase student learning.

**TPE 9: Instructional Planning**
Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly. They establish clear long and short term goals for learning based on students’ current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so the content to be taught connects to preceding and subsequent content. They use varied teaching methods to help students meet or exceed grade level expectations. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, media and technology to meet student learning goals. Candidates reflect on and improve their planning based on their instructional experiences and analyses of student work.

Candidates develop relevant, differentiated instructional plans by connecting the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. Candidates understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals.

**E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**TPE 10: Instructional Time**
Candidates recognize and articulate the critical importance of time management in their instructional planning, and of the effects of class scheduling on planning the most effective use of instructional time. Candidates allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. Candidates
consider how to achieve short and long term goals within the confines of the available instructional time and schedule. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and on consultation as appropriate, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 11: Social Environment**
Candidates create a positive climate for learning. They establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior. Candidates establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner. They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social environment and its relationship to academic achievement for all students, and makes necessary adjustments based on observations of students and consultation with other teachers and students’ families.

**F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

**TPE 12: Professional, Legal, and Ethical Obligations**
Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They recognize and resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand 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. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to both implementing student assessments,
including K-12 standardized assessments, and completing required candidate assessments within the preparation program (e.g., the Teaching Performance Assessment).

**TPE 13: Professional Growth**
Candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
Student Teacher Evaluation Form

Demographic Information

Student First Name
Student Last Name
Evaluator First Name
Evaluator Last Name
Site

Please choose your position

- Supervisor
- Cooperating Teacher

Term

- Fall
- Spring
- Summer

Year

Candidate Credential Area

- Multiple Subject
- Single Subject
- Special Education
The purpose of this evaluation is to assist the student teacher in making personal adaptations to the role of the teacher; in developing the ability to plan for, guide, and evaluate learning experiences; in understanding the opportunities and responsibilities of the profession; and in evaluating the degree to which the competence and Teaching Performance Expectations of the California Commission on Teacher Credentialing have been met. At the end of the survey, you will be provided a summary page you can print for your records and share with your student teacher.

Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

<table>
<thead>
<tr>
<th>Rubric for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Unsatisfactory</strong></td>
</tr>
<tr>
<td>The candidate’s actions do not demonstrate understanding of the key elements of the TPE.</td>
</tr>
</tbody>
</table>
TPE 1A: Specific Pedagogical Skills for Subject Matter Instruction

Only for Multiple Subject and Special Education Credential Candidates

1. The candidate demonstrates the ability to teach the academic content for science.

2. The candidate demonstrates the ability to teach the academic content for reading language arts.

3. The candidate demonstrates the ability to teach the academic content for mathematics.

4. The candidate demonstrates the ability to teach the academic content for history/social studies.

5. The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.

TPE 1B: Specific Pedagogical Skills for Subject Matter Instruction

Only for Single Subject Credential Candidates

1. The candidate demonstrates the ability to teach the academic content for his/her area.

2. The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.

Comments Section A:
### B. Accessing Student Learning

#### TPE 2: Monitoring Student Learning During Instruction

1. The candidate uses progress monitoring at key points during instruction.

2. The candidate paces instruction and re-teaches based on evidence gathered during monitoring.

#### TPE 3: Interpretation and Use of Assessments

1. The candidate uses informal and formal assessments to determine students’ progress and plan instruction.

2. The candidate familiarizes the students with the format of standardized tests, appropriately administers standardized tests, and accurately interprets results in order to develop and modify instruction.

3. The candidate uses technology to collect data to improve teaching and learning.

4. The candidate uses technology to manage data to improve teaching and learning.

5. The candidate uses technology to analyze data to improve teaching and learning.

Comments Section B:

### c. Engaging and Supporting Students in Learning

#### TPE 4: Making Content Accessible

1. The candidate incorporates specific strategies, activities, procedures, and experiences that address
content standards in order to provide a balanced and comprehensive curriculum.

2. The candidate uses instructional materials to reinforce content standards and prioritizes and sequences essential skills in a logical manner.

3. The candidate varies instructional strategies according to purpose and lesson content.

4. The candidate explains content clearly and reinforces content in multiple ways.

5. The candidate provides students with opportunities to practice and apply content.

6. The candidate teaches students to understand academic language and read and comprehend subject-matter content.

7. The candidate encourages student creativity and imagination.

8. The candidate models active listening and facilitates student discussion.

9. The candidate balances instruction by adjusting lesson designs relative to students’ current level of achievement and takes additional steps to foster access and comprehension for all learners.

10. The candidate models instruction in order to address the needs and goals of students’ IEPs and/or 504 plan.

Comments Section C-Part 1:

c. Engaging and Supporting Students in Learning (Cont.)

TPE 5: Student Engagement

1. The candidate clearly communicates instructional objectives to students.
2. The candidate monitors for engagement of students and uses classroom management strategies effectively.

3. The candidate makes learning relevant to the students and encourages students to share and examine points of view.

4. The candidate uses appropriate questioning strategies to promote students' higher level thinking.

5. The candidate teaches students to respond to, and frame, meaningful questions.

**TPE 6: Developing Appropriate Teaching Practices**

1. The candidate utilizes instructional strategies that are appropriate to the age level and specific needs of the students.

**TPE 7: Teaching English Learners**

1. The candidate knows and applies theories, principles, and instructional practices for comprehensive instruction of English learners.

2. The candidate knows and applies theories, principles, and instructional practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

3. The candidate understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content.

Comments Section C-Part 2:
D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

1. The candidate draws upon patterns of child and adolescent development to understand his/her students.

2. The candidate learns about each student through interpersonal interactions.

3. The candidate supports students needing specialized instruction using assessment data, classroom observation, reflection, and consultation.

4. The candidate effectively teaches students with disabilities.

TPE 9: Instructional Planning

1. The candidate plans comprehensive instruction in accordance with content standards.

2. The candidate establishes clear short-term and long-term goals for student learning.

3. The candidate sequences instruction appropriately.

4. The candidate plans lessons that match instructional strategies to content.

5. The candidate plans to meet the varied needs of all students as evidenced in lesson plans.

6. The candidate facilitates appropriate use of support personnel.

7. The candidate integrates technology into curricula and instruction.

Comments Section D:
## E. Creating and Maintaining Effective Environments for Student Learning

### TPE 10: Instructional Time

1. The candidate allocates instructional time and paces appropriately to maximize achievement for all students.
2. The candidate establishes procedures for routine tasks and manages transitions to maximize instructional time.

### TPE 11: Social Environment

1. The candidate develops and maintains clear expectations for academic and social behavior.
2. The candidate promotes student effort and engagement and creates a positive climate for learning.
3. The candidate establishes rapport with all students.
4. The candidate helps students learn to work responsibly with others and independently.
5. The candidate interacts appropriately with families.

Comments Section E:

### F. Developing as a Professional Educator
### TPE 12: Professional, Legal, and Ethical Obligations - Community and Service: Ethics, Values, and Diversity.

1. The candidate demonstrates a willingness to collaborate with peers and members of the educational community.

2. The candidate demonstrates an appreciation for and willingness to participate in activities with parents/guardians and community agencies that serve children and youth, whenever possible.

3. The candidate demonstrates a respect for the value of diversity in a democratic society.

4. The candidate demonstrates a commitment to high professional and ethical standards.


1. The candidate demonstrates a belief that all individuals can learn and succeed.

2. The candidate demonstrates a commitment to reflection and critical inquiry.

### USD TPE: Incorporating Technology

The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.

Comments Section F:

Please comment on the overall performance of this candidate teacher using criteria listed above plus any additional criteria observed during the semester.
Final Comments:


Final Grade:


Student Teaching Evaluation Form

Please review your choices. This is your last chance to go back and make changes. After reviewing your choices, print this page out for your records and for the candidate's records. After you have printed this information please press next to finally submit your evaluation. The evaluation will not be submitted until you click next. You will not be able to go back and change your answers after that.