TABLE OF CONTENTS

Contact ................................................................................................................................................. 3
Course Syllabus ........................................................................................................................................ 5
Student Teaching Handbook .................................................................................................................. 11
Protocol for Problem Resolution ......................................................................................................... 17
RICA Instruction Summary/Content Specifications/Domains ................................................................. 19
Timeline for Student Teaching Responsibilities .................................................................................... 25
Lesson Plan Template ............................................................................................................................ 27
Review of Cooperating Teacher by Student Teacher ............................................................................. 31
Cooperating Teacher Agreement .......................................................................................................... 33
Cooperating Teacher Contact and Stipend Information Form .............................................................. 35
Student Teaching Summary Evaluation Form .......................................................................................... 37
CONTACTS

Coordinator, Single Subject Program
Dr. Thomas R. McCambridge
mccamb@callutheran.edu
805-493-3818

Coordinator, Multiple Subject Program
Ms. Nancy Myers
njmyers@callutheran.edu
805-493-3599

Director, University Partnerships and Teaching Performance Assessments
Mr. Michael Cosenza
mcosenza@callutheran.edu
805-493-3595

Coordinator, Candidate Placement
Ms. Jeanne Ricci
lricci@callutheran.edu
805-493-3596

Chair, Department of Teacher Education
Dr. Michael McCambridge
mac@callutheran.edu
805-493-3093

Department of Teacher Education forms are available electronically at http://www.callutheran.edu/schools/education/faculty/resources/
EDTP 540 and EDTP 560 Student Teaching

California Lutheran University is committed to providing reasonable accommodations to students with various documented disabilities (physical, learning, or psychological). If you are a student requesting accommodations for this course, please contact your instructor at the beginning of the semester and register with the Coordinator for Students with Disabilities (Pearson Library, Center for Academic Resources, 805-493-3260) for facilitation and verification of need. Your instructor will work closely together with you and your coordinator to provide necessary accommodations.

University Supervisor: __________________________________________________________

Phone/E-mail__________________________ / ________________________________

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of Cal Lutheran, the School of Education seeks to develop reflective, principled educators who STRIVE to:

Serve as mentors for ethical and moral leadership
Think critically to connect theory with practice
Respect all individuals
Include and respond to the needs of all learners
Value diversity
Empower participation in educational growth and change
Course Descriptions

EDTP 540 Student Teaching – Elementary (9 units)
Student Teaching is a semester-long assignment in an elementary school classroom with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision is by a Cooperating Teacher and a University Supervisor while working with individuals, small groups, and the entire class. Placement includes four weeks of full-time instruction.

Concurrent with enrollment in EDTP 525 Teaching II: Advanced Planning and Methods for Content Standards – Elementary and EDTP 512 TPA Seminar II. Attendance at seminars is required.

EDTP 560 Student Teaching – Secondary (9 units)
Student Teaching is a semester-long assignment in a secondary school with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision is by a Cooperating Teacher(s) and University Supervisor while working with individuals, small groups, and entire classes. Placement includes four weeks of full-time instruction.

Concurrent with enrollment is EDTP 535 Teaching II: Subject Specific Pedagogical Skills – Secondary and EDTP 514 TPA Seminar II. Attendance at seminars is required.

Prerequisites:
For Multiple Subject (elementary) candidates, with a grade of “B” or better in:
EDTP 520 Leadership and Law in Diverse Classrooms – Elementary;
EDTP 521 Literacy and Language in Diverse Classrooms – Elementary;
EDTP 522 Teaching I: Planning and Methods for Content Areas – Elementary;
EDTP 523 Introduction to Student Teaching (grade of “Pass”)
EDTP 511 TPA Seminar I, and
Passage of Benchmark C.

For Single Subject (secondary) candidates, with a grade of “B” or better in:
EDTP 530 Leadership and Law in Diverse Classrooms – Secondary;
EDTP 531 Teaching I: Instructional Planning for Content Standards – Secondary;
EDTP 532 Literacy and Language in Diverse Classrooms – Secondary;
EDTP 533 Introduction to Student Teaching (grade of “Pass”)
EDTP 513 TPA Seminar I, and
Passage of Benchmark C.

Course Goals:
To become familiar with the role of teacher as
• a leader of a community of learners
• a member of a school community
• a member of the teaching profession
• connecting teaching theory to practice
Course Objectives

Students will demonstrate the ability to perform the following objectives in their student teaching assignments in conjunction with the STRIVE statement, Standards of Quality Effectiveness for Professional Teacher Preparation Programs (PTPPs), and Teaching Performance Expectations (TPEs).

Student Teachers will:

1. Plan and implement lessons for four weeks of instruction (elementary) or four periods for four weeks (secondary).
   STRIVE
   PTPP 6a, 7A a-j, 7B a-g, 8A a-f, 8B a-l, 15 a-f, 17 b, 18 a-f; TPE 1, 1A, 1B, 2, 3, 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10

2. Use teaching strategies that take into account the linguistic and cultural background of the students.
   STRIVE
   PTPP 12 a-f, 13 a-h, 15 a-f, 17 b, 18; TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10, 11

3. Evaluate and propose appropriate adaptations in instructional materials and methods for use with students with special needs or limited English proficiency.
   STRIVE
   PTPP 12 a-f, 13 a-h, 14 d-e, 15 a-f, 17 b, 18 a-c; TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10, 11

4. Appropriately incorporate computer and technological adaptations into lessons and class management.
   STRIVE
   PTPP 9 a-I; TPE 4

5. Analyze pupil and class progress data to evaluate the usefulness of theoretically-based instructional systems.
   STRIVE
   PTPP 12 a-f; TPE 2, 3, 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10

6. Analyze teaching style, philosophy, classroom organization, and schedule of activities.
   STRIVE
   PTPP 11 a-c, 12 a-f; TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10

7. Assess dynamics of a classroom group and design appropriate intervention
   STRIVE
   PTPP 10 a-e, 11 a-c, 12 a-f, 14 f; TPE 11

8. Design a system of communication with parents.
   STRIVE
   PTPP 10 a; TPE 3

9. Develop as a professional educator.
   STRIVE
   PTPP 6 a-c, 12 e-f, 15 a-f, 17 b, 18 d-f; TPE 12, 13
Academic Integrity
California Lutheran University has as a basic premise the ideal of academic integrity. California Lutheran University students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of California Lutheran University expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon the academic freedom of other members of the academic community. Please refer to the section on academic policies in the California Lutheran University undergraduate or graduate catalog.

Required Texts and Readings
Students must be concurrently enrolled in EDTP 525/ EDBI 525 Teaching II: Advanced Methods for Academic Content Standards – Elementary or EDTP 535/EDBI 535 Teaching II: Advanced Methods for Academic Content Standards – Secondary. The texts for these courses will be used during the student teaching experience. In addition, University Supervisors may provide optional resources for readings throughout the semester to assist in the student teaching process as well as with the development of a professional Webfolio.

Accountability/Assessment
Evaluation of student teaching performance is a multifaceted process. Students are evaluated by the University Supervisor and Cooperating Teachers on the basis of classroom performance. In addition to these formal evaluations, students bring evidence of work in progress to each seminar. The student’s portfolio is the culminating professional assessment product and process which includes a variety of accountability and assessment documents.

Classroom Organization and Behavior Management Plan
It is very important that the Student Teacher become thoroughly familiar with the Cooperating Teacher’s classroom organization and behavior management plan. This includes classroom rules, instructional groups and how they are formed and used, how students get materials when needed, transitions into and out of the classroom and between activities, getting students’ attention, how students are expected to respond and to get help, expectations regarding seatwork, dealing with interruptions, and any other aspects of classroom organization and management.

Videotape Requirements
As part of the submission for TPA 4, Student Teachers will arrange to be videotaped while conducting a lesson in their assigned classroom. Each Student Teacher will develop a lesson plan in accordance with TPA 4 directions. This videotaped lesson must be unedited and run for a minimum of 20 minutes and no more than 30 minutes. The Cooperating Teacher and the University Supervisor may not provide coaching or feedback for this lesson. The videotape will be viewed and scored by a certified TPA assessor.
Reflective Journal
The purpose of the daily reflection journal is to provide an opportunity to respond to the activities and situations that occur during the student teaching experience. Writing in the journal should be a catalyst for growth as connections are made between theory and practice, between teaching and learning, and between the Student Teacher and the role of a professional teacher. The journal is not to be a critique of the classroom assignment nor is it to be a chronological account of the day, but a recording of thoughts and feelings on specific classroom observations, teaching, or other interactions. Writing in the journal offers an opportunity to reflect – a time to gain new insights, ask new questions, and make new connections. A reflection sheet may be completed each week for the supervisor where reflections of the week are summarized.

Grading
This is a Pass/No Credit course. Satisfactory completion of student teaching is determined through a midterm and final evaluation process involving the Cooperating Teacher, University Supervisor, student, and completion of CLUES D requirement.

Full-time Student Teachers are expected to attain the level of Consistent Beginning Practice in 11 out of 13 TPEs by their final evaluation. A score of 44 points or higher will be required to achieve a passing grade in EDTP 540/560. Both the Cooperating Teacher and University Supervisor will complete a final evaluation at a score of 44 or higher. If there is a disagreement between the University Supervisor and the Cooperating Teacher, the case will be reviewed by a committee that will consist of the Department of Teacher Education Chairperson, Director of University Partnerships, and the appropriate Program Coordinator.
Goals for a Student Teacher’s Growth
The primary goal of the Teacher Education Program at California Lutheran University is to develop professional educators with skills to succeed in their first years of teaching and ensuing beginning teaching career; and to foster professional attitudes, which will sustain a lifetime of continued growth and learning.

Student Teaching Policies
Assignment to School and University Supervisor
Student Teachers entering their Full-time Student Teaching experience will be placed based on the following criteria:

1. Locations that employ exemplary Cooperating Teachers, supportive school site leadership, and meet demographic guidelines of the CCTC and NCATE.
2. Full-time Student Teachers will attend an orientation with their University Supervisor prior to initiation of the semester’s activities.

Substituting During Student Teaching
Student Teachers must successfully fulfill the above student teaching requirements. If this can be done while substituting for a Cooperating Teacher and the Student Teacher holds the appropriate CCTC-issued substitute permit, it can be approved. However, if substituting for a teacher would require a Student Teacher to miss seminar, or any other student teaching assignment, it cannot be approved. Student Teachers may only substitute for their own Cooperating Teacher.

Attendance
Student Teacher involvement in school activities should be exactly the same as the Cooperating Teacher with the following minimum requirements:

1) Daily attendance is mandatory. In the event of personal illness or extreme emergency, the Cooperating Teacher and University Supervisor must be notified prior to the beginning of the day. The Student Teacher must call each day they are absent prior to the beginning of the day. The principal/director of student teaching may be notified if the Cooperating Teacher and/or University Supervisor cannot be reached. The first responsibility of the Student Teacher is to obtain these phone numbers. The Student Teacher must make up any extended period of absence (over two days).

2) The Student Teacher must be punctual in attendance and reliable in carrying out assigned or assumed responsibilities. He/she must log attendance in the Cal Lutheran Student Teacher folder. This log must be submitted at the end of the semester to the assigned University Supervisor.

3) The schedule of the Cooperating Teacher should be followed in reporting to and leaving school. Attendance at faculty and PTA meetings, teacher-parent conferences and other after school and evening activities is expected, unless it conflicts with the university seminar.

4) Attendance at all scheduled seminars is required. Conflicts with coaching or other jobs are not considered an excused absence.
Role of the Student Teacher
The Student Teachers operate in at least two major roles during their student teaching semester. First, they are students because they are acquiring recognized attitudes and skills that are generally accepted as contributing to a teacher’s success in the classroom. Second, they are teachers because they are planning experiences for and directing the learning activities of others. Student Teachers are expected to:

1. **Adhere** to the policies and procedures of the school and district where the Student Teacher is assigned.

2. **Recognize, respect** and make a serious effort to implement the feedback and suggestions of the Cooperating Teacher and the school administration.

3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately. See Cal Lutheran Student Teacher Dress Policy, page 19.

4. **Locate** their own reliable source of transportation to and from their assigned school and arrive on time.

5. **Conduct** themselves in a professional manner at all times. Student Teachers will keep confidences and respect the rights of others at all times.

6. **Maintain** a positive attitude and develop a positive learning environment for the students within the classroom and school setting.

7. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.

8. **Develop** detailed lesson plans approved by the Cooperating Teacher and reviewed regularly by the University Supervisor.

9. **Bring** to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.

10. **Teach** for a period of sixteen (16) weeks.

11. **Attend** and participate in all weekly whole and small group seminars.

12. **Be responsible**, courteous, and dependable.

13. **Work** with the Cooperating Teacher and University Supervisor as a team in setting expectations and goals utilizing the “Timeline for Student Teaching Responsibilities” in Appendix B, and in giving feedback.

14. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the Cooperating Teacher. Recognize that the Cooperating Teacher is the final authority in the classroom.
Role of the Cooperating Teacher
The Cooperating Teacher can be a powerful force in encouraging self-evaluation and reflection by the Student Teacher. Cooperating Teachers are specifically encouraged to:

1. Provide ongoing evaluation of the Student Teacher’s performance.
   a. Clearly define the management and instructional requirements and expectations of the Student Teacher.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
   d. Offer and/or demonstrate specific alternatives or additional suggestions for the Student Teacher to implement.
   e. Avoid verbalizing negative comments to the Student Teacher in front of others (students, teachers, parents, etc.)

2. Communicate the value of continuous self-evaluation.
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the Student Teacher with district teacher evaluation procedures

3. Clinical Practice
   a. Permit Student Teacher to plan and implement lessons for observation by University Supervisor
   b. Permit Student Teacher to plan and takeover class for four-week period during the semester (See page 17)

Role of the University Supervisor
A University Supervisor will visit the Student Teacher’s classroom at least eight (8) times during the semester. The Cooperating Teacher may choose to visit with the University Supervisor at that time. The main purpose for the visit is to observe the Student Teacher and to be available to the Cooperating Teacher if necessary.

The University Supervisor is responsible for observing the Student Teacher in the classroom, conferencing with the Student Teacher, helping the Student Teacher reflect and establish goals for improvement, and for evaluating student teaching performance. The length of each visit will vary depending upon the needs of the Student Teacher.

The University Supervisor will complete a minimum of 12 classroom observation forms during the semester. The Cooperating Teacher is entitled to receive a copy of each of these forms and use the information for further help in mentoring the Student Teacher.
Student Teaching Schedule

Weeks 1-3  
Full-time classroom orientation/observation/participation.

Weeks 4-15  
Full-time Student Teaching. Four full weeks of classroom takeover planned in collaboration with the Cooperating Teacher.

Week 16  
Final week for exit and final class activities. No “formal” student teaching, but other classrooms and teachers may be observed both on and off the school site.

Student Teacher Takeover

Student Teachers are required to take over as “teacher” for a minimum of four weeks during the semester. This is a gradual takeover, and Student Teachers should be fully prepared for each subject or period by the time they are planning and implementing the full day's curricula. By the third week of placement, Student Teachers should have a plan for gradual takeover with their Cooperating Teachers and University Supervisors. The *Timeline for Student Teaching Responsibilities* form (page 25) should be completed before the beginning of the fourth week of the semester.

Single Subject Student Teachers must take over at least four periods during their four-week takeover.

Student Teacher Observation and Evaluation

The Student Teacher can expect that the Cooperating Teacher and University Supervisor will observe him/her and provide constructive feedback for the purpose of improving instruction and classroom management. University Supervisors will visit assigned Student Teachers approximately once each week. During the first weeks of the student teaching experience, University Supervisors will observe the class procedures and interactions with the Student Teacher. Once the student is working with individuals, small groups, or the whole class, the supervisor will make notes during the observations and meet afterward with the Student Teacher to help him/her reflect on the lesson/activities. Cooperating Teachers may also make formal observations, but will also meet on a more regular and informal basis to give feedback and suggestions for student improvement. The University Supervisor must record at least 12 observations during the semester.

In addition to the observations and support supervisor and Cooperating Teachers provide, they are also required to do formal evaluations of the Student Teacher twice during the semester. Both the Cooperating Teacher and University Supervisor will evaluate the Student Teacher midway through the semester (Midterm Evaluation) and at the end (Final Evaluation). The purpose of the Midterm Evaluation is to give the candidate a picture of his/her teaching performance and establish goals for the satisfactory completion of Student Teaching. Samples of these evaluation forms are located in the appendix of this handbook.

Removal from Student Teaching

Student teaching will be terminated by the director of student teaching if it is determined that the situation in a particular placement is not in the best interest of the K-12 students or the Student Teacher. It is the desire of the CLU Teacher Preparation Program to create the opportunity for success in student teaching; however, the Student Teacher must accept the responsibility for his/her own professional conduct. The School of Education implements the policies of student conduct as outlined in the current graduate catalog.
**Appeal Process**
A committee from the School of Education will review in a careful and timely fashion any appeal that is filed in writing with the director of student teaching. If an appeal is in regard to the director of student teaching, the Student Teacher may submit the written appeal to the chair of the Department of Teacher Education.

**Evaluation and Analysis of Student Teaching Performance**
Essentially, the evaluation of student teaching performance has three functions:

First, to assist in the professional growth of the Student Teacher;
Second, to verify competencies for fulfilling California credential requirements;
Third, to provide a recommendation that will be used for employment purposes.

Ideally, these functions should overlap and complement one other. Part of the evaluation process is self-evaluation in the form of a portfolio that the student develops throughout his/her teacher preparation. During the final semester of Student Teaching, the student completes Benchmark D requirements utilizing the electronic portfolio.

Evaluation for professional growth purposes should be characterized by three essential elements:
1. It is a continuous, ongoing process.
2. It is a team effort in which the Student Teacher, Cooperating Teacher, and University Supervisor contribute in an atmosphere of open, constructive communication.
3. It is directed toward self-evaluation by the Student Teacher. The Cooperating Teacher and University Supervisor contribute by helping the Student Teacher become consciously aware of instructional behavior and by discussing alternatives to that behavior.

The Cooperating Teacher can be a powerful force in encouraging self-evaluation and reflection by the Student Teacher. Cooperating Teachers are specifically encouraged to:
1. Provide ongoing evaluation of the Student Teacher’s performance.
   a. Clearly define the management and instructional requirements and expectations of the Student Teacher.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
   d. Offer and/or demonstrate specific alternatives or additional suggestions for the Student Teacher to implement.
   f. Avoid verbalizing negative comments to the Student Teacher in front of others (students, teachers, parents, etc.)
2. Communicate the value of continuous self-evaluation.
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the Student Teacher with district teacher evaluation procedures.
CLU Student Teacher Dress Policy

ACCEPTABLE ATTIRE:

Male Student Teachers:
- Business casual or “Docker” style slacks
- Long/short sleeved, collared dress shirt or collared “Polo” style shirt
- Jacket or tie optional
- Closed-toe shoes
- Hairstyles should be businesslike and neat. Facial hair must be neatly trimmed, of reasonable length, and clean

Female Student Teachers:
- Business casual dress
- Long/short sleeved dress shirts / blouse with dress-casual skirt / pants
- Conservative hemline (not greater than four inches above the knee)
- Make-up, jewelry, hosiery, and accessories appropriate and in moderation
- Hairstyles businesslike and neat
- Closed-toe shoes

UNACCEPTABLE ATTIRE:
The following are considered inappropriate for Student Teachers to wear to school:
- Casual clothing such as short pants, sweat suits, culottes, pedal pushers, divided skirts, leather, suede or T-shirt clothing of any description
- Denim clothing that is faded, stonewashed, ripped, too tight, too loose
- Dresses or skirts with high slits; dresses or blouses with plunging necklines; formal dresses, sweater dresses, spaghetti-strap dresses or sleeveless tops without jackets, and see-through fashions of any description unless worn with appropriate undergarments such as a camisole or jacket
- Excessively tight or “conforming to body” clothing
- Extremes in make-up, hairstyle, jewelry or other accessories
- Hats/headgear (unless a job requirement or of religious significance to the wearer)
- Casual sandals, sneakers, tennis shoes, beach shoes, “flip-flops,” soft plastic footwear, bedroom shoes or slippers, etc.
- Baggy, sloppy attire (pants falling down, etc.)
Problem Resolution Protocol

Cooperating Teacher has issue with Student Teacher

<table>
<thead>
<tr>
<th>Step 1</th>
<th>An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Contact the University Supervisor to express concerns regarding the Student Teacher.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Cooperating Teacher, University Supervisor and Student Teacher should meet to discuss the issue and create a resolution</td>
</tr>
<tr>
<td>Step 4</td>
<td>If issue cannot be resolved, University Supervisor should contact the appropriate Program Coordinator at the University. Program Coordinator will intervene to determine problem and discuss resolution ideas with all parties</td>
</tr>
<tr>
<td>Step 5</td>
<td>If Cooperating Teacher is displeased with the way the University Supervisor handled the situation please follow the steps in the next table</td>
</tr>
</tbody>
</table>

Cooperating Teacher has issue with University Supervisor

<table>
<thead>
<tr>
<th>Step 1</th>
<th>An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Contact the appropriate CLU Program Coordinator or the Placement Coordinator</td>
</tr>
<tr>
<td>Step 3</td>
<td>CLU Program Director will coordinate a meeting with all parties to discuss the issue and determine an action plan for resolution</td>
</tr>
</tbody>
</table>
RICA Instruction Summary/Content Specifications
Multiple Subject Credential Only

**Domain 1: Planning, Organizing, Reading, and Managing Reading Instruction based on Ongoing Assessment**

<table>
<thead>
<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans, organizes and manages standards-based reading instruction for universal access</td>
<td>1</td>
<td>521, 525, field</td>
<td></td>
</tr>
<tr>
<td>Uses and understands entry level, monitoring and summative assessments</td>
<td>1.1-2, 2.1</td>
<td>521, 525, field</td>
<td></td>
</tr>
<tr>
<td>Makes instructional decisions based on assessment results</td>
<td>1.1-3, 2.1</td>
<td>521, 525, field</td>
<td></td>
</tr>
<tr>
<td>Employs strategies for promoting purposeful independent reading of a wide variety of texts</td>
<td>1.6</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Uses assessments to determine independent, instructional and frustration reading levels</td>
<td>2.5</td>
<td>521, field</td>
<td></td>
</tr>
<tr>
<td>Interprets assessments to plan interventions for individuals or small groups</td>
<td>2.5</td>
<td>521, field</td>
<td></td>
</tr>
<tr>
<td>Communicates assessment results to students, family and relevant school/district personnel</td>
<td>2.6</td>
<td>Field</td>
<td></td>
</tr>
</tbody>
</table>

**Domain 2: Word Analysis**

<table>
<thead>
<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assesses word analysis* with entry level, monitoring, and summative assessments</td>
<td>3.6, 4.6, 5.1, 6.5, 7.7</td>
<td>521, 525, field</td>
<td></td>
</tr>
<tr>
<td>Understands the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills</td>
<td>3</td>
<td>521, field</td>
<td></td>
</tr>
<tr>
<td>Understands the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas</td>
<td>4</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Understands important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development</td>
<td>5</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Develops students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis leading to automatic word recognition and contributes to spelling development</td>
<td>6</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Chooses instructional materials for universal access</td>
<td>3, 4, 5, 6, 7</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Individualizes skills instruction to meet full range of learners</td>
<td>3, 4, 5, 6, 7</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of syllabic and structural analysis and orthographic knowledge and how they lead to automatic word recognition</td>
<td>7</td>
<td>Field</td>
<td></td>
</tr>
</tbody>
</table>

*Including phonological & phonemic awareness, concepts of print, letter recognition, alphabetic principle, phonic, sight words and spelling

**Domain 3: Fluency**

<table>
<thead>
<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the role of fluency and key indicators in all stages of reading development</td>
<td>8.1-5</td>
<td>521, field</td>
<td></td>
</tr>
<tr>
<td>Uses decodable text and provides systematic and explicit fluency instruction</td>
<td>8.5-6</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Uses effective silent reading strategies to support fluency development</td>
<td>8.7-8</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Uses research based effective fluency instruction (e.g., guidance, practice, feedback) to promote accuracy, rate and prosody</td>
<td>9.1-5</td>
<td>521, field</td>
<td></td>
</tr>
<tr>
<td>Provides differentiated fluency instruction for universal access</td>
<td>9.6</td>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Uses entry, monitoring and summative assessments with respect to fluency</td>
<td>9.7</td>
<td>521, field</td>
<td></td>
</tr>
</tbody>
</table>
### Domain 4: Vocabulary, Academic Language, and Background Knowledge

<table>
<thead>
<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of the role of vocabulary, academic language, and background knowledge in reading development</td>
<td>10.1-5</td>
<td></td>
<td>521, Field</td>
</tr>
<tr>
<td>Demonstrates knowledge of the components of an effective, explicit vocabulary program</td>
<td>10.6</td>
<td></td>
<td>521, Field</td>
</tr>
<tr>
<td>Uses research based systematic, explicit instruction in vocabulary</td>
<td>11.1-2</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Recognizes the role of wide range of texts in building vocabulary, academic language, and background knowledge</td>
<td>11.6</td>
<td></td>
<td>521</td>
</tr>
<tr>
<td>Addresses the full range of learners in vocabulary instruction</td>
<td>11.9</td>
<td></td>
<td>521, field</td>
</tr>
<tr>
<td>Uses entry, monitoring and summative assessment with respect to vocabulary, academic language and background knowledge</td>
<td>11.11</td>
<td></td>
<td>521, field</td>
</tr>
</tbody>
</table>

### Domain 5: Comprehension

<table>
<thead>
<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands literal, inferential and evaluative comprehension and factors affecting reading comprehension</td>
<td>12</td>
<td></td>
<td>521, field</td>
</tr>
<tr>
<td>Facilitates reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process and prepares them to respond to what they have read</td>
<td>13</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Promotes students’ comprehension and analysis of narrative/literary texts and their development of literary response skills</td>
<td>14</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Promotes comprehension of expository/informational texts and development of study and research skills</td>
<td>15</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Uses entry level, monitoring and summative assessments with respect to comprehension of a variety of texts</td>
<td>13.6, 14.7, 15.10</td>
<td></td>
<td>521, field</td>
</tr>
</tbody>
</table>

Faculty Signature ____________________________ Date ____________________
**RICA Domains**

**Domain 1: Planning, Organizing, Reading Instruction based on Ongoing Assessment**

<table>
<thead>
<tr>
<th>Course Based</th>
<th>Field Based</th>
<th>PROCESS</th>
<th>SPECIFICATIONS</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>REFINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>521</td>
<td></td>
<td>Uses an array of informal and formal assessments</td>
<td>1. 1-1.2</td>
<td>Uses formal assessments (end-of-unit quizzes, spelling tests) for all students and tries more informal assessment with some individuals.</td>
<td>Uses observation and samples of students' reading and writing for evaluation.</td>
<td>Uses an array of informal and formal assessment procedures to evaluate student growth.</td>
</tr>
<tr>
<td>521</td>
<td></td>
<td>Involves families in assessment</td>
<td>1.3</td>
<td>Communicates student progress to parents and families.</td>
<td>Provides homework that requires parent signatures and elicits input from parents regarding progress and ideas.</td>
<td>Systematically shares information.</td>
</tr>
<tr>
<td>X</td>
<td>525</td>
<td>Involves students in assessment</td>
<td>1.2</td>
<td>Uses portfolios to conference with students</td>
<td>Students build their own portfolios.</td>
<td>Students can talk about the reading and writing strategies they use and can show their best work.</td>
</tr>
<tr>
<td>521</td>
<td></td>
<td>Uses assessment to plan instruction</td>
<td>1.3, 2.1</td>
<td>Identifies students’ instruction/frustration and independent levels.</td>
<td>Interprets students’ work for language and literacy development information.</td>
<td>Continually analyses reading and writing in action to help provide “stage appropriate” instruction.</td>
</tr>
<tr>
<td>525</td>
<td></td>
<td>Chooses assessments for ELL’s</td>
<td>1.1</td>
<td>Expresses concerns about assessing English learners in the same ways that are used for English-only students. Seeks out alternatives.</td>
<td>Uses various alternative means, such as making something or drawing and labeling, to assess English learners.</td>
<td>Collaborates with other educators in a network to support one another, learn new methods and share resources.</td>
</tr>
<tr>
<td>521</td>
<td></td>
<td>Understands balanced reading</td>
<td>2.2</td>
<td>Tries out several recommended reading practices.</td>
<td>Organizes classroom, schedule, and materials with important classroom routines like Word Study or Guided Reading.</td>
<td>Provides students with a comprehensive reading program that includes direct skills instruction within a rich tapestry of language, literature, and meaning-based activities.</td>
</tr>
<tr>
<td>521</td>
<td></td>
<td>Selects appropriate curriculum</td>
<td>2.1</td>
<td>Uses state frameworks, district guidelines, and curriculum resources at the school in designing lessons and places.</td>
<td>Coordinates instruction and curriculum with grade level team.</td>
<td>Designed instruction based on curriculum and developmental level of children.</td>
</tr>
<tr>
<td>X</td>
<td>521</td>
<td>Develops a repertoire of grouping strategies</td>
<td>2.2</td>
<td>Uses partner activities as a way of making reading and writing interactive.</td>
<td>Uses individual, partner, small group, and center activities to develop reading and writing.</td>
<td>Uses flexible grouping strategies to insure students develop literacy in an engaging and interactive context</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>Includes student choice and responsibility</td>
<td>2.2</td>
<td>Tries out ways to increase student choices during reading.</td>
<td>Organizes for activities like centers, literature circles, student self-assessment, and hands-on learning to increase student choice and responsibility.</td>
<td>Employs a healthy balance between teacher-directed and student-initiated learning.</td>
</tr>
</tbody>
</table>
## Domain 2: Developing Phonological and Other Linguistic Processes Related to Reading

<table>
<thead>
<tr>
<th>Course Based</th>
<th>Field Based</th>
<th>PROCESS</th>
<th>SPECIFICATIONS</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>REFINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Assesses phonemic awareness</td>
<td>3.1</td>
<td>Checks for understanding during phonemic awareness lesson.</td>
<td>Uses tests of phonemic awareness with individual students.</td>
<td>Observes students during all reading and language lessons.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Assesses concepts about print</td>
<td>4.1</td>
<td>Checks for understanding during reading lessons</td>
<td>Systematically asks students about print and books</td>
<td>Combines formal and informal assessment and parent observations.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Assesses word identification strategies</td>
<td>5.1</td>
<td>Listens to student read.</td>
<td>Uses several formal assessment tools and analysis strategies.</td>
<td>Teaches students to analyze their own strategies for word identification.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Assesses spelling</td>
<td>6.1</td>
<td>Gives spelling tests and groups students</td>
<td>Uses organized spelling lists to assess level of spelling achievement.</td>
<td>Analyzes missed words in writing and develops integrated spelling lists.</td>
<td></td>
</tr>
<tr>
<td>521</td>
<td>Teaches skills* and strategies directly</td>
<td>3,4,5,6</td>
<td>Implements phonics and spelling lessons</td>
<td>Uses activities like Making Words and Word Walls to teach specific phonics and spelling strategies.</td>
<td>Provides students with an array of hands-on, active learning experiences that develop phonemic awareness, print awareness, phonics, and spelling.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Teaches skills* and strategies on context</td>
<td>3,4,5,6</td>
<td>Helps students figure out unknown words in reading or spelling.</td>
<td>Has taught specific phonics, meaning, and language-structure based problem solving strategies prompting students to use them.</td>
<td>Teaches students to independently problem solve without prompts.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Chooses instructional materials</td>
<td>3,4,5,6</td>
<td>Teaches reading skills using the textbook and supporting materials.</td>
<td>Infuses early reading instruction with the use of pattern books and other appropriate materials.</td>
<td>Chooses instructional level books which appropriately challenge and interest students.</td>
<td></td>
</tr>
</tbody>
</table>

*Including phonemic awareness, concepts of print, phonics, and spelling*
## Domain 3: Developing Reading Comprehension/Promoting Independent Reading

<table>
<thead>
<tr>
<th>Course Based</th>
<th>Field Based</th>
<th>PROCESS</th>
<th>SPECIFICATIONS</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>REFINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Assesses reading comprehension</td>
<td>7.1</td>
<td>Asks questions before, during and after reading.</td>
<td>Asks both referential and inferential questions.</td>
<td>Provides opportunities for students to synthesize, analyze and apply what they read.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Assesses literary response and analysis</td>
<td>8.1</td>
<td>Uses response journals.</td>
<td>Provides opportunities for reflections and interactive writing.</td>
<td>Designs rubrics for analyzing student responses.</td>
</tr>
<tr>
<td>521</td>
<td>X</td>
<td>Scaffolds comprehension</td>
<td>7.2-5</td>
<td>Plans lessons based on an Into, Through, and Beyond model.</td>
<td>Models strategies for understanding unfamiliar text and plans opportunities for children to practice them with a variety of appropriate texts.</td>
<td>Systematically teaches student strategies for tackling new text—to help them build on prior knowledge, make sense of what they are reading, and go beyond what’s on the page.</td>
</tr>
<tr>
<td>521</td>
<td>X</td>
<td>Ensures ELL’s access to text</td>
<td>7.2-5</td>
<td>Uses pictures and realia to increase access to text materials for ELL.</td>
<td>Uses graphic organizers and designs concrete learning experiences for English learners.</td>
<td>Uses an array of strategies including bridging and experiential and collaborative learning—which enable English learners to access text materials.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Assesses content area literacy</td>
<td>9.1</td>
<td>Gives tests on content.</td>
<td>Allows for creative projects to demonstrate understanding of content.</td>
<td>Integrates content area with other content that requires students to comprehend relationships as well as specific isolated content information.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Teaches genres</td>
<td>8.2-3, 9.2, 10.1</td>
<td>Sticks to the genres appropriate to grade level.</td>
<td>Provides my students with genre-based units.</td>
<td>Students speak, read, and write across a variety of genres.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Teaches academic/book language</td>
<td>9.1-2</td>
<td>Reads aloud daily so students hear good models of language.</td>
<td>Students read and discuss literature providing models of “book language” and standard forms of English.</td>
<td>Students are exposed to a wide variety of writing from different time periods and disciplines.</td>
</tr>
<tr>
<td>521</td>
<td>X</td>
<td>Builds a classroom library</td>
<td>10.1</td>
<td>Uses a variety of children’s literature.</td>
<td>Provides many good multicultural literature selections and titles.</td>
<td>Incorporates library, district, museums and other resources along with class library and student written books.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Supports independent reading</td>
<td>10.1-2</td>
<td>Works with one or two students to help them make good choices during independent reading time.</td>
<td>Helps each child select engaging books at an appropriate level of difficulty for independent reading.</td>
<td>Actively teaches students how to choose books, gives them opportunities to share and models own enthusiasm for reading.</td>
</tr>
<tr>
<td>521</td>
<td>X</td>
<td>Explicitly teaches skills</td>
<td>9.3</td>
<td>Teaches lessons on cues for comprehending text (e.g. SQ3R)</td>
<td>Structures group work to incorporate strategy and skill building among students.</td>
<td>Asks students to reflect on their own systems for comprehension.</td>
</tr>
</tbody>
</table>
# Domain 4: Supporting Reading through Oral and Written Language Development

<table>
<thead>
<tr>
<th>Course Based</th>
<th>Field Based</th>
<th>PROCESS</th>
<th>SPECIFICATIONS</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>REFINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Makes connections between oral language, reading and writing</td>
<td>11.2-3</td>
<td>Gives examples from speech, literature and writing assignments.</td>
<td>Includes oral language, reading and writing into each language lesson.</td>
<td>Uses creative strategies such as reader’s theater to keep students making connections.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Provides writing opportunities across the curriculum</td>
<td>11.3</td>
<td>Uses journals for students to write summaries or questions in context.</td>
<td>Gives writing assignments that combine curricular areas.</td>
<td>Provides creative opportunities for students to integrate curriculum in their writing, e.g. newspaper, web page.</td>
</tr>
<tr>
<td>525</td>
<td>X</td>
<td>Supports ELL’s with SDAIE for English language development</td>
<td>11.4</td>
<td>Uses graphic organizers and realia.</td>
<td>Teaches vocabulary within a thematic unit and reinforces its use.</td>
<td>Structures cooperative groups for enhancing language use of ELL’s</td>
</tr>
<tr>
<td>525</td>
<td>X</td>
<td>Uses a range of instructional activities to teach vocabulary</td>
<td>12.2-3</td>
<td>Uses key words and words from context.</td>
<td>Designs lessons that allow students to manipulate words, such as word category or word sort activities.</td>
<td>Teaches strategies for discovering word meanings in context.</td>
</tr>
</tbody>
</table>
Timeline for Student Teaching Responsibilities

Student Teacher: ________________________  Supervisor: ________________________

Cooperating Teacher: ________________________
(Secondary program students with more than one Cooperating Teacher need to use one form for each teacher)

Weeks 1, 2, and 3: Get acquainted with students, procedures, and curriculum. Work with small groups and individual students.

Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Week 13
Week 14
Week 15
Week 16

Note: If you complete your four week takeover before the end of the semester, you will continue to share teaching responsibilities with the Cooperating Teacher until your last day of student teaching.

Signatures:

Cooperating Teacher: ________________________  Date: ________________________

University Supervisor: ________________________  Date: ________________________

Student Teacher: ________________________  Date: ________________________
LESSON PLAN TEMPLATE

Teacher Candidate: ___________________________ Cooperating Teacher: ___________________________ Date: ________________

School: ___________________________ Grade Level: _______ Subject: ___________________________ Supervisor: ___________________________

**Class Description:**

**Two focus students:**

Total number of students, age range; gender breakdown, social development, physical development, English Learners, Special Education students, health considerations, cultural considerations.

Provide special education information and ELD level for two focus students.
<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard(s) to be taught in current lesson</td>
<td></td>
</tr>
<tr>
<td>ELA standard(s) necessary to meet these standards</td>
<td></td>
</tr>
<tr>
<td>ELD standard(s) necessary to meet these standards</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Design (methods and activities)
Anticipatory set, grouping strategies, directed instruction, guided practice, independent practice, closure
**Universal Access/Differentiated Instruction**

Students with reading difficulties, Advanced learners, English Learners

**Focus Student 1**

**Focus Student 2**

<table>
<thead>
<tr>
<th>Instructional materials</th>
<th>Rationale</th>
</tr>
</thead>
</table>

**TPE(s) Focus**

*Reflection: What did you learn about your students from teaching this lesson? What did you learn about your teaching from this lesson? What would you do the same in teaching this lesson again? What would you do differently in teaching this lesson again?*
Cooperating Teacher: ___________________________  Semester/Year: ______________________

School: ___________________________  Grade Level/Subject: ______________________

District: ___________________________

1. Demonstrated effective teaching strategies
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

2. Demonstrated effective classroom management strategies
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

3. Gave constructive feedback on the strategies I attempted
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

4. Provided information, materials, and lesson ideas to enhance my success and professional development
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

5. Worked collaboratively and effectively with my University Supervisor
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

6. Respected me as an individual and provided encouragement throughout the year
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

7. Provided me with suggestions for my classroom take-over
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

8. Provided initiation into the culture of the school and introduced me to other staff members
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

9. Provided opportunities for me to attend staff, department, parent and/or grade level meetings
   - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

10. Generally, was effective and supportive
    - [ ] Much Improvement Needed  [ ] Some Improvement needed  [ ] Adequately Met  [ ] Exceeded Expectations  [ ] N/A

In a few sentences, provide your overall viewpoint concerning the effectiveness of your supervisor or any additional comments you care to provide.

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Cooperating Teacher Agreement

Cooperating Teacher Name ________________________________ Semester __________

School ____________________________________________________________________ Grade __________

District ___________________________________________________________________

I agree to be a mentor of Student Teachers. I also agree to provide guidance in establishing a portfolio for evaluation of teaching standards. I have received the Cooperating Teacher version Teacher Preparation Handbook and an invitation to the orientation for Cooperating Teachers. I understand that the Student Teacher needs experience with many aspects of classroom organization, management, and curriculum, including (but not limited to) the following:

- Student assessment in reading, writing, math and science (multiple subject)
- Student assessment in reading and content area (single subject)
- Instruction based on state content standards
- Opportunity to use technology in instruction
- Access to both English learning and special needs students to complete required methods assignments and TPA tasks
- Access to focus students’ Cumulative Files in order to complete required methods assignments and TPA tasks
- Lesson planning in all curricular areas including integration of subjects
- Grouping students for skill, heterogeneity, interest, level
- Differentiating lesson plans to meet the needs of sub populations
- Manipulative materials for reading, math, science
- Classroom library organization including leveled readers, age appropriate, culturally diverse literature in a variety of genres, and expository texts
- Resources of school: resource, reading lab, computer lab, etc.
- Grade level, faculty meetings, in-service, parent conferences
- Allow the video taping of a lesson in order to meet the requirements of the TPAs.

Cooperating Teacher
Signature ___________________________________________ Date __________

CoopTchFTHandbk.8.09
Cooperating Teacher Contact and Stipend Information

In order to provide better service to cooperating teachers, this form is required and for internal use only. For questions, please contact the Department of Teacher Education at (805) 493-3423.

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Spring (YEAR)</th>
<th>Fall (YEAR)</th>
<th>Methods</th>
<th>Full-time Student Teaching</th>
</tr>
</thead>
</table>

Student name

Supervisor

Cooperating Teacher __________________________ Soc. Sec. #
(REQUIRED FOR STIPEND PAYMENT)

Home Address

City ____________________________ ST ____ Zip ____________

Previous Address

Home Phone ____________________________ Work Phone __________________________

E-mail address ____________________________

Education: BA or BS in ____________________________ University ____________________________ Date _______
MA or MS in ____________________________ University ____________________________ Date _______
Other ____________________________

Have you ever attended Cal Lutheran? (circle one) Yes / No Under what name? ____________________________

Credential(s) Held: Elementary ☐ Secondary ☐ Subject(s): ____________________________

Name of School ____________________________

School Address ____________________________

City ____________________________ Zip ____________

Principal ____________________________ School Phone __________________________

Stipend: _____ $200 (one Full-time Student) _____ $100 (one Methods Student)
 _____ $100 (Full-time share) _____ $200 (two Methods Students)

Cooperating Teacher Signature ____________________________ Date ____________

Thank you for your participation.
Summary Evaluation

Mark One:

- Final Evaluation (Introduction to Student Teaching EDTP 523/533)
- Midterm Evaluation (Full-time Student Teaching EDTP 540/560)
- Final Evaluation (Full-time Student Teaching EDTP 540/560)

Student Teacher: ___________________________ Date: ___________
Supervisor: ___________________________ Subject/Grade Level: ___________
Name of Evaluator: ___________________________

Role of Evaluator (Mark one): Cooperating Teacher _____ Supervisor _____ Other _____

DIRECTIONS: Place an “X” in the appropriate column by the TPE you are evaluating.

**CSTP A: Making Subject Matter Comprehensible to Students**

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Comments:

**CSTP B: Assessing Student Learning**

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Comments:
### CSTP C: Engaging & Supporting Students in Learning

- TPE 4: Making content accessible
- TPE 5: Student engagement
- TPE 6: Developmentally appropriate teaching practices a. K-3, b. 4-8, c. 9-12
- TPE 7: Teaching English learners

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Comments:

### CSTP D: Planning Instruction & Designing Learning Experiences for Students

- TPE 8: Learning about students
- TPE 9: Instructional planning

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Comments:

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

- TPE 10: Instructional time
- TPE 11: Social Environment

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Comments:
Please complete if Full-time Midterm Evaluation:
Identify three specific TPEs for further development by the Student Teacher during the remainder of the semester:
1. 
2. 
3.

Please complete if Final Evaluation:
Please write a summary of the Student Teacher’s development during this term. A letter of recommendation, when appropriate, should be written as the summary and attached.

Final Recommendation:
I recommend this student teacher receive a PASS _____ NO CREDIT _____ for this semester.

Evaluator’s Signature ___________________ Student Teacher’s Signature ___________________ Date

EVALUATOR: KEEP ELECTRONIC COPY FOR YOUR RECORDS, PRINT & REVIEW WITH STUDENT TEACHER, SUBMIT SIGNED ORIGINAL TO CLU DEPT. OF TEACHER EDUCATION OFFICE
Be Professional

P  Punctuality  Be on time – arrive early and stay until everything is ready and set up for the next day.

R  Reliability  Be responsible: Let people know that they can depend on you to do what you say.

O  Optimistic  Be positive in your conversations and your demeanor – SMILE.

F  Friendly  Be amiable with staff, colleagues, students, your Cooperating Teacher and supervisor. (Flexibility works here, too.)

E  Enthusiastic  Be eager to learn all you can during this experience.

S  Sensitive  Be wise, discerning, sensitive and patient with others.

S  Supportive  Be aware of the needs of the students and your Cooperating Teacher.

I  Interaction  Be personable and pleasant in your interactions with others.

O  Organized  Be prepared and organized as you plan for instruction.

N  Neat  Be orderly in your work space – Be professional and well groomed in your appearance.

A  Attitude  Be open, personable, pleasant, and approachable.

L  Listen  Be an active listener – learn all that you can from those around you.