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Section 3 – Methods (Cooperating Teacher Version)
EDTP 523 and EDTP 533 Introduction to 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 523 Introduction to Student Teaching – Elementary
Assignment in an elementary school classroom with a diverse student population. Observation, active participation, and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and mathematics for all students. Supervision by Cooperating Teacher and University Supervisor while working with individuals, small groups, and the entire class. Three mornings a week concurrent with enrollment in EDTP 520, 521, and 522. Weekly seminars are required.

EDTP 533 – Introduction to Student Teaching – Secondary
Assignment in secondary school classrooms with diverse student populations. Observation, active participation, and development of classroom management and teaching strategies that foster academic achievement for all students. Supervision by Cooperating Teacher and University Supervisor while working with individuals, small groups and the entire class. Three mornings a week concurrent with enrollment in EDTP 530, 531, and 532. Weekly seminars are required.

Prerequisite(s): Passage of all Benchmark B requirements as stated in the Teacher Preparation Program Handbook, with verification by the Credential Analyst and final approval by the Program Chair.

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).

All references to the California TPEs are at the introductory level. The introductory semester of student teaching provides the Student Teacher an opportunity to develop and implement assignments from the methods classes listed above.
Student Teachers will:

1. Plan and implement lessons for three (3) days of instruction (elementary) or four (4) periods for four (4) weeks (secondary).
   
   S T R I V E
   PTTP 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.
   
   S T R I V E
   PTTP 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.
   
   S T R I V E
   PTTP 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.
   
   S T R I V E
   PTTP 9 a-i
   TPE 4

5. Analyze pupil and class progress data to evaluate the usefulness of theoretically-based instructional systems.
   
   S T R I V E
   PTTP 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.
   
   S T R I V E
   PTTP 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.
   
   S T R I V E
   PTTP 10 a-e, 11 a-c, 12 a-f, 14 f
   TPE 11

8. Design a system of communication with parents.
   
   S T R I V E
   PTTP 10 a
   TPE 3

9. Develop as a professional educator.
   
   STRIVE
   PTTP 6 a-c, 12 e-f, 15 a-f, 17 b, 18 d-f
   TPE 12, 13
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.

Teaching Performance Expectations Summary
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
TPE 1A: Specific Pedagogical Skills for Subject Matter Instruction
Candidates demonstrate the ability to teach the state-adopted academic content standards and instruct in ways within a learning environment that develop skills in:

- **Reading and English Language Arts.** Deliver a comprehensive program that promotes learning to read and write, comprehension and composition, appreciation and analysis, as well as performance and enjoyment of the language arts
- **Mathematics.** Teach basic computations, concepts, and symbols, problem solving through mathematical reasoning using concrete, verbal, symbolic, and graphic representations
- **Science.** Explain and demonstrate scientific concepts, principles, investigation, and experimentation. Emphasize accuracy, precision, and estimation
- **History and social science.** Teach basic analytical thinking skills through a variety of media. Develop insights into historical periods and cultures using social science concepts and themes. Provide multiple perspectives by using simulations, case studies, cultural artifacts, works of arts and literature, cooperative projects and student research

B. ASSESSING STUDENT LEARNING
TPE 2: Monitoring Student Learning During Instruction

- Monitor student work at key points during instruction to check for adequate progress
- Pace instruction and re-teach content using assessment strategies such as questioning students and examining their work
- Anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments

- Know how to familiarize students with, and administer assessment instruments
- Collect multiple sources of information to assess student learning
- Interpret assessment results
- Determine student progress and use results to plan instruction
- Teach students how to use self-assessment strategies. Provide time for practice
- Give students specific and timely feedback. Maintain accurate records of student achievement
- Work with families to help students achieve. Explain curriculum content and students' strengths and areas for growth
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

a. Incorporate and sequence strategies, instructional materials and experiences that address state-adopted content standards
b. Adjust lesson design to accommodate students’ current level of achievement
c. Vary strategies. Explain and reinforce content in multiple ways (presentations, manipulatives, models, the arts, diagrams, non-verbal communication, and technology)
d. Develop students’ academic language. Encourage their creativity and imagination

TPE 5: Student Engagement

a. Clearly communicate learning objectives
b. Use various instructional strategies and create relevant activities. Use community resources and student experiences
c. Create stimulating discussions and challenge students by asking different types of questions using Bloom’s taxonomy
d. Monitor student progress. Encourage active/equitable participation. Re-engage off-task students using various instructional strategies

TPE 6: Developmentally Appropriate Teaching Practices

Establish expectations which are appropriate at distinct stages and adolescent development, such as:

a. **In grades K-3:** Structure daily activities that allow for movement and attention span of young learners. Connect with their world. Use manipulatives and hands-on learning experiences. Teach and model norms of social interactions.
b. **In grades 4-8:** Support students who lack basic skills. Teach from grade level texts. Extend concrete thinking; foster abstract reasoning and problem-solving skills. Help students develop effective learning strategies and assist them in time-management skills. Support new roles and responsibilities; facilitate group efforts and responsible behavior.
c. **In grades 9-12:** Establish challenging academic expectations and clearly communicate these to students and families. Understand adolescence and its challenges. Foster advanced abstract thinking and problem-solving skills. Connect curriculum to adult life. Encourage responsibility and individuality while acknowledging peer pressure.

TPE 7: Teaching English Learners

a. Know and use effective ELD strategies leading to English literacy
b. Differentiate instruction and select appropriate instructional materials and strategies based on individual language assessment data
c. Collaborate with specialists and para-educators
d. Develop students’ academic knowledge and language in core subjects
e. Use effective questioning strategies and model English constructions
D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

a. Use knowledge of patterns of child and adolescent development to understand students
b. Assess students’ language abilities, content knowledge and skill, using both formal methods and interpersonal interactions
c. Encourage, support and facilitate parent participation
d. Understand how factors such as gender and health influence behavior and learning potential
e. Use multiple means of assessment to identify students with special needs

TPE 9: Instructional Planning

a. Plan comprehensive instruction based on state-adopted academic content standards
b. Establish short- and long-term learning goals based on state and local standards as well as student current achievement levels
c. Use a variety of explicit teaching methods
d. Use experience and reflections to improve implementation of instructional strategies
e. Sequence instruction appropriately, using effective strategies and instructional material
f. Connect academic content with students’ backgrounds, interests, and needs
g. Differentiate instruction to accommodate students’ needs
h. Use support personnel to help students reach goals

E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

a. Allocate instructional time to maximize student achievement
b. Establish procedures for routine tasks and manage transitions efficiently
c. Use reflection and consultation to adjust instructional time to optimize learning opportunities and outcomes

TPE 11: Social Environment

a. Develop and maintain clear academic and behavioral expectations, effectively implementing a discipline plan
b. Create a positive climate for learning by promoting student effort and engagement
c. Establish rapport with students and their families through caring, respect, fairness and sensitivity
d. Foster responsibility and independence in students
e. Make necessary changes in the social environment to maximize academic achievement

F: DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, legal and ethical obligations

a. Take responsibility for student academic learning outcomes, ensuring that they are met
b. Resist racism and acts of intolerance and maintain a non-hostile classroom environment
c. Understand and implement state and federal law and school and district policies
d. Understand and honor professional and legal obligations and model ethical behaviors

TPE 13: Professional Growth

a. Evaluate their own teaching practices and subject matter knowledge and solicit feedback
b. Improve their teaching practices by using reflection and feedback to formulate and prioritize goals
Student Teaching Policies

**Substituting During Student Teaching**
Student Teachers must successfully fulfill the above student teaching requirements. This may be done while substituting for the Cooperating Teacher *only*. In this case, if the Student Teacher holds a valid CCTC-issued substitute permit, it can be approved. However, if substituting for the Cooperating Teacher would require a Student Teacher to miss seminar, or any student teaching assignment, it cannot be approved. Student Teachers with a valid CCTC-issued substitute permit may substitute on Fridays for *any* teacher.

**Attendance**
Multiple Subject students meet Monday, Tuesday, and Wednesday, and Single Subject students meet Monday, Tuesday, Wednesday, and Thursday. Student Teachers are expected to be at the school site three days a week from approximately 8:00 a.m. to 12:00 p.m. (adjusted for individual school schedules and arrival time of Cooperating Teacher). 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).

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.

**Dress**
Acceptable attire for 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

Acceptable attire for 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:
- 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.)

**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. Refer to Student Teacher dress policy beginning on page 13.
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. **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.
Classroom Involvement
It is the responsibility of the Student Teacher to become actively involved in the classroom. There should be no reluctance to ask the Cooperating Teacher to be put to work. Experience has demonstrated that candidates who become actively involved in the classroom have more successful student teaching experiences. Enthusiasm and interest in the operation of the classroom provides a clear indication of commitment to the profession. A list of classroom activities is located in the appendix.

Lesson Planning
It is the student’s responsibility to present his/her formal lesson plan to his/her Cooperating Teacher prior to each day’s lesson. The Cal Lutheran Lesson Plan Format is located in Appendix B.

Reflective Journal/Portfolio
The candidate will keep a journal of his/her observations and reflections. Candidates will focus on the California Teacher Performance Expectations. Throughout the semester, candidates will select entries for their electronic portfolio. A copy of the electronic portfolio benchmark is located in the CLUEs.

Seminar
The candidate will participate in required regular seminars. Seminar activities are designed as sharing sessions, enabling a candidate to learn from others’ placements as well as his/her own.

Grading
Introduction to Student Teaching, EDTP 523/533, is a Pass/No Credit course. Most of your grade will be based on performance in the field. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or non-professional behavior and lack of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). EDTP 520/530, 521/531, and 522/532 must be completed with a grade of B or better to qualify for Student Teaching.

Methods candidates are expected to attain the level of Developing Beginning Practice in 11 out of 13 TPEs by their final evaluation. A score of 33 points or higher will be required to achieve a passing grade in EDTP 523/533. Both the Cooperating Teacher and University Supervisor will complete a final evaluation at a score of 33 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.

Benchmark C Review
As part of the completion of the Methods Block, students are required to present Benchmark C of their electronic portfolio. Register for CLUES C in the electronic portfolio under your supervisor’s name. Detailed instructions are included.

After this Course
There are four options for your next step at Cal Lutheran. The decision will be made based on your readiness and performance in the methods block. The options available are:

- Full-time Student Teaching: those candidates showing strong performance in EDTP 523/533.
- Half-time Student Teaching: those candidates who would benefit from a more extended time in the field.
- Postponed Student Teaching: those candidates who would benefit from repeating EDTP 523/533 and further work with K-12 students prior to Student Teaching.
- Exit from the program: those candidates who display characteristics unsuitable to the profession.
**Evaluation**

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 will complete the *Student Teaching and Field Study Student Evaluation Form* (Page 35) mid-semester to serve as a midterm assessment and again during the last week of the semester to serve as the Final Evaluation (see grading procedures, page 11).

**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 candidate to plan and teach lessons to be observed by University Supervisor
   b. Permit candidate to plan and implement lessons for three-day takeover

**Role of the University Supervisor**

A University Supervisor will visit the Student Teacher’s classroom at least eight 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 is expected to complete a minimum of six 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.
# Protocol for Problem Resolution

## Issue between Cooperating Teacher and Student Teacher

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

## Issue between Cooperating Teacher and University Supervisor

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.</td>
</tr>
<tr>
<td>2</td>
<td>Contact the appropriate CLU program director or the Candidate Placement Coordinator.</td>
</tr>
<tr>
<td>3</td>
<td>CLU Coordinator will coordinate a meeting with all parties to discuss the issue and determine an action plan for resolution.</td>
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</tbody>
</table>
Student Teacher

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

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<tr>
<th>Process</th>
<th>Specifications</th>
<th>Competency Achieved</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>Plans, organizes and manages standards-based reading instruction for universal access</td>
<td>1</td>
<td></td>
<td>521, 525, field</td>
</tr>
<tr>
<td>Uses and understands entry level, monitoring and summative assessments</td>
<td>1.1-2, 2.1</td>
<td></td>
<td>521, 525, field</td>
</tr>
<tr>
<td>Makes instructional decisions based on assessment results</td>
<td>1.1-3, 2.1</td>
<td></td>
<td>521, 525, field</td>
</tr>
<tr>
<td>Employs strategies for promoting purposeful independent reading of a wide variety of texts</td>
<td>1.6</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Uses assessments to determine independent, instructional and frustration reading levels</td>
<td>2.5</td>
<td></td>
<td>521, field</td>
</tr>
<tr>
<td>Interprets assessments to plan interventions for individuals or small groups</td>
<td>2.5</td>
<td></td>
<td>521, field</td>
</tr>
<tr>
<td>Communicates assessment results to students, family and relevant school/district personnel</td>
<td>2.6</td>
<td></td>
<td>Field</td>
</tr>
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</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></td>
<td>521, 525, field</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></td>
<td>521, field</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></td>
<td>Field</td>
</tr>
<tr>
<td>Understands important terminology and concepts involved in phonic instruction and recognize the role of phonics and sight words in reading development</td>
<td>5</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Develops students’ phonic 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></td>
<td>Field</td>
</tr>
<tr>
<td>Chooses instructional materials for universal access</td>
<td>3, 4, 5, 6, 7</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Individualizes skills instruction to meet full range of learners</td>
<td>3, 4, 5, 6, 7</td>
<td></td>
<td>Field</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></td>
<td>Field</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></td>
<td>521, field</td>
</tr>
<tr>
<td>Uses decodable text and provides systematic and explicit fluency instruction</td>
<td>8.5-6</td>
<td></td>
<td>Field</td>
</tr>
<tr>
<td>Uses effective silent reading strategies to support fluency development</td>
<td>8.7-8</td>
<td></td>
<td>Field</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></td>
<td>521, field</td>
</tr>
<tr>
<td>Provides differentiated fluency instruction for universal access</td>
<td>9.6</td>
<td></td>
<td>Field</td>
</tr>
</tbody>
</table>

Section 3 – Methods (Cooperating Teacher Version)
### 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>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>
<td></td>
</tr>
<tr>
<td>525 X</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 tell about the reading and writing strategies they use and can show their best work.</td>
<td></td>
</tr>
<tr>
<td>521</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>
<td></td>
</tr>
<tr>
<td>525</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>
<td></td>
</tr>
<tr>
<td>521</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>
<td></td>
</tr>
<tr>
<td>521</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>
<td></td>
</tr>
<tr>
<td>X</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>
<td></td>
</tr>
<tr>
<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>
<td></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>521</td>
<td></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>
</tr>
<tr>
<td>X</td>
<td></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>
</tr>
<tr>
<td>X</td>
<td></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>
</tr>
<tr>
<td>X</td>
<td></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>
</tr>
<tr>
<td>521 X</td>
<td></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>
</tr>
<tr>
<td>X</td>
<td></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>
</tr>
<tr>
<td>X</td>
<td></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>
</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>
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<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>Scaffold 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>
CLASSROOM PARTICIPATION ACTIVITIES

Required Activities
Student Teachers will be expected to be an active observer/participant in the daily activities to complete. It is the responsibility of the Student Teacher to work out an agreeable timetable with the Cooperating Teacher. The more experience gained, the better prepared the Student Teacher.

Individual Instruction or Tutoring
This can be fulfilled by working with one student or by circulating in the classroom during work periods and assisting many students.

Small Group Instruction
This assignment can be fulfilled by designing and implementing activities (test review, for example) with small groups of student or by implementing an activity planned by the Cooperating Teacher.

Designing and Teaching a Lesson
This assignment (prior to three-day takeover) should involve teaching a lesson (15 to 30 minutes) which introduces new material to the students. It should include a well-designed lesson plan. This need only be a portion of the class period; the Cooperating Teacher can continue with the rest of the period if the Student Teacher so chooses. Student Teachers must submit their lesson plan to their supervisor.

Three-Day Takeover
This assignment provides the opportunity to do several lessons in a row. The Student Teacher may choose with the Cooperating Teacher whether the curriculum will be continued, or whether another topic can be taught for the week. Student Teachers must submit their lesson plan to their supervisor. Multiple Subject students must plan all three days of language arts and deliver all the morning lessons. Single Subject students must take over at least two periods for three consecutive days.

Other Teaching Assignments
There will be other teaching assignments provided by the methods block instructors. Student Teachers must make sure they discuss these assignments with their Cooperating Teacher well in advance of the due date. This includes allowing the Student Teacher to integrate technology into curriculum.

Additional Activities
Please note that some of these items are more applicable to particular grade levels than others.

1. Student Teachers are required to be at the school at least 15-30 minutes before the K-12 students arrive. This time is to be used to plan, prepare, and assist the Cooperating Teacher. It also ensures sufficient time with the Cooperating Teacher to plan and receive feedback.
2. Student Teachers should develop a resource file (unit ideas both electronic and hard copy, conversation starters, cartoons, bulletin board pictures, etc.)
3. Handwriting – get method from Cooperating Teacher and practice.
4. Daily assignment: keep a log of experiences and reflections assigned during placement, copies of all lesson plans, and reactions to “how things went.” List all assignments completed.
Student Teacher Participant Checklist

It is recommended that discussion of the following topics be held with the Cooperating Teacher prior to or during the first week of Introduction to Student Teaching.

1. Discussion of introduction of Student Teacher to the students
2. Establishing your own work area/desk within the classroom
3. How to notify the school and Cooperating Teacher regarding absences
4. Classroom management techniques/policies
5. Books, resources, and supplementary material available to the Student Teacher
6. Daily schedules and routines
7. Determine Student Teacher’s responsibilities
8. Attendance procedures
9. Tardy policies
10. Dismissal policies
11. School policies concerning discipline problems, drug usage, etc.

12. During the first report card grading period, discuss the grading process for completing the report card, conferencing with parents and how parents are notified if their child is at risk of not passing the current grade.
Teacher Candidate: ___________________________ Cooperating Teacher: ___________________________ Date: ___________________

School: ___________________________ Grade Level: ______ Subject: ___________________________ Supervisor: ___________________________

**Class Description:**

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

**Two focus students:**

Provide special education information and ELD level for two focus students.
<table>
<thead>
<tr>
<th><strong>Content Standards</strong></th>
<th><strong>Rationale</strong></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>
<tr>
<td>Learning Goals and Assessments</td>
<td>Rationale</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Key vocabulary, necessary background knowledge, preceding lesson connections</td>
<td>Rationale</td>
</tr>
</tbody>
</table>

Section 3 – Methods (Cooperating Teacher Version)
<table>
<thead>
<tr>
<th>Instructional Design (Methods and Activities)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory set, grouping strategies, directed instruction, guided practice, independent practice, closure</td>
<td></td>
</tr>
<tr>
<td>Universal Access/Differentiated Instruction</td>
<td>Rationale</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Students with reading difficulties or disabilities, Advanced learners, English learners</td>
<td></td>
</tr>
</tbody>
</table>

**Focus Student 1**  
**Focus Student 2**

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

<table>
<thead>
<tr>
<th>TPE(s) Focus</th>
<th>Rationale</th>
</tr>
</thead>
</table>
**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 Agreement

<table>
<thead>
<tr>
<th>Cooperating Teacher Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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: ____________
Cooperating Teacher Information and Stipend Form

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.

Year: Spring ______ Fall ______ Methods ☐ Full-time Student Teaching ☐

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 Candidate) ______ $100 (one Methods Candidate)

____ $100 (Full-time share) ______ $200 (two Methods Candidates)

Cooperating Teacher Signature ______________________________ Date __________

Section 3 – Methods (Cooperating Teacher Version)
Review of Cooperating Teacher by Student Teacher

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 four-week 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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Timeline for Student Teaching Responsibilities

Student Teacher: ___________________________ Supervisor: ___________________________

Cooperating Teacher: ___________________________
(Secondary program candidates 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 three-day takeover is completed prior to the end of the semester, continue to share teaching responsibilities with Cooperating Teacher until the last day of Student Teaching

Signatures:

Cooperating Teacher: ___________________________ Supervisor: ___________________________

Student Teacher: ___________________________ Date: ___________________________
Department of Teacher Education
Introduction to Student Teaching
MIDTERM Evaluation

Student Teacher: ___________________________ Date: __________

Supervisor: ___________________________ Subject/Grade Level: __________

Name of Evaluator: ____________________________________________

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

Check One: Multiple Subject EDTP 523 _____ Single Subject EDTP 533 _____

DIRECTIONS: Under each TPE section in the area reserved for comments, give examples of how the Student Teacher is demonstrating skills in this area. If the Student Teacher still needs work in this area, or if you have not observed the Student Teacher practicing a particular TPE, please indicate such in the comment area. Suggestions for improvement may also be included in the comment area.

**CSTP A: Making Subject Matter Comprehensible to Students**
- TPE 1: Specific pedagogical skills for subject matter instruction
- TPE 1A: Multiple subjects: Reading-Language Arts, Mathematics, Science, History-Social Sciences
- TPE 1B: Single subject: Reading-Language Arts, Mathematics, Science, History-Social Sciences

Comments:

**CSTP B: Assessing Student Learning**
- TPE 2: Monitoring student learning during instruction
- TPE 3: Interpretation and use of assessments

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

Comments:

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**CSTP D: Planning Instruction & Designing Learning Experiences for Students**
- TPE 8: Learning about students
- TPE 9: Instructional planning

Comments:

**CSTP E: Creating & Maintaining Effective Environments for Student Learning**
- TPE 10: Instructional time
- TPE 11: Social Environment

Comments:

**CSTP F: Developing as a Professional Educator**
- TPE 12: Professional, legal and ethical obligations
- TPE 13: Professional growth

Comments:

Identify three specific TPEs for further development by the student teacher during the remainder of the semester:

1.

2.

3.

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**

Section 3 – Methods (Cooperating Teacher Version)