School of Education Mission

In accordance with the mission of California Lutheran University, the School of Education develops 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 education growth and change
STUDENT TEACHING CANDIDATES

Methods Student Teachers

Once students in the credential program complete all the Foundation courses and state testing requirements, they advance by cohort to the Methods Block. During this semester they take three Methods courses (9 credit units) simultaneously with fieldwork (Introduction to Student Teaching). While in Methods classes, they observe and actively participate in a clinical field placement. Multiple Subject credential candidates work with a Cooperating Teacher for three mornings each week for 16 weeks on Monday, Tuesday and Wednesday. Single Subject credential candidates also spend three mornings per week on Tuesday, Wednesday and Thursday. They are expected to complete a three-day takeover during the semester.

The focus of the Methods Block semester is to develop a deep understanding of the relationship between theory and practice. There is specific emphasis on lesson planning, classroom leadership, and management. Multiple subject candidates focus on instruction in math, science, and language arts while Single Subject candidates focused on methodology specific to their curricular areas.

Full Time Student Teachers

Upon completion of the Methods block, students advance to the full time student teaching block. During this semester they take one course in Advanced Methods (3 credit units) simultaneously with a full time clinical field placement. Full time Student Teachers are assigned to work with Cooperating Teachers for 16 weeks. They are expected to observe and actively participate in their fieldwork assignment.

Both elementary and secondary credential candidates are expected to learn from their Cooperating Teachers through a mentoring and shadowing approach and will team-teach as well as take over the classroom responsibilities during four weeks late in the semester. The Cooperating Teacher, University Supervisor, and the student determine the appropriate timing of the takeover.

Alternative Program Students and Interns

Students in our Alternative Program are already working full-time in a school setting. These may be students who are offered an intern position in a public school. These students must be enrolled each semester and comply with district and state requirements for interns. Districts may not offer an intern contract to anyone who hasn’t completed at least 120 hours of methodology, 40 of which needs to focus in reading. At CLU only students who have completed the Methods Block qualify for an intern contract in a public school district.

Other students in the Alternative Program may be teachers in private or parochial schools who wish to earn a teaching credential. It is important to note that these students must be teaching the subject areas for the credential they are applying for.
The University Supervisor

General Guidelines for Supervisor

The University Supervisor is responsible for observing the Student Teacher and providing meaningful input through discussion, conferences and journals. The University Supervisor should provide mentorship and coaching as needed by helping the student reflect on their practice and establishing goals for improvement.

- Be professional, positive, prompt. **Visits to the classroom should always be pre-arranged with student and Cooperating Teacher.**
- Communicate clearly and regularly with both the Student Teacher and the Cooperating Teacher.
- Visit your Student Teacher at different times of day in order to observe different subject areas (elementary) and different periods (secondary)
- Sign in at the school office during each site visit.
- Acknowledge the student’s skills.
- Be honest.
- Provide materials that will help, but not so much that they overwhelm the student.
- Listen.
- Establish realistic goals with the student and plans for achieving them.
- Works as a team to problem solve.
- Serve as a model of one who continues to learn and grow in the profession.
- For enhanced communication use e-mail accounts
- Use the electronic portfolio format and CLUES handbook.

Guidelines for Observation of Methods Student Teachers

1. Contact the Student Teacher to arrange your first visit.

2. During the first visit, get acquainted with the class, Cooperating Teacher, school secretaries, and principal. Adhere to any sign in policies that the school site requires.

3. Student Teacher should be visited alternating weeks for a total of eight (8) visits

4. Student Teachers must be observed a **minimum of five times** during the field placement (evidenced by a written observation)
   a. A written lesson plan is required for each observation
b. Lesson plan must be attached to TaskStream

c. The University Supervisor will complete the electronic observation form in TaskStream

5. During each formal visit:
   a. Review lesson plans
   b. Read reflective journal and make comments (students are required to maintain a reflective journal and record an entry each day. This journal is between you and the Student Teacher and its contents should remain confidential between the two of you)
   c. Observe classroom management
   d. Observe lesson implementation (for multiple subject candidates, make sure to observe different subjects, with at least two observations designated for reading instruction)
   e. Conference with the Student Teacher following the observation and provide written feedback. Set a focus for the following visit
   f. Communicate with Cooperating Teacher
   g. Discuss three day takeover plans and implementation with Cooperating Teacher and Student Teacher
   h. Remind Student Teacher of seminar dates and set the next visitation date and time.

6. Evaluations:
   a. Midterm evaluation is completed by the Cooperating Teacher and should be turned in to you by the due date. Subsequently, you turn it in to the Department of Teacher Education Administrative Assistant.
   b. Midterm evaluation is a qualitative review of performance and goal setting without any scoring.
   c. You do not have to complete a midterm evaluation but you may if you choose to do so.
   d. You may decide to participate in the conference for the midterm evaluation at your discretion (plan this with the Cooperating Teacher)
   e. FINAL evaluations must be completed by both you and the Cooperating Teacher. A final conference with all three of you must take place. Final evaluations must be submitted to the Department of Teacher Education Administrative Assistant by the due date.
   f. Methods candidates must earn a score of 33 points on their final evaluation in order to pass. The goal for Methods candidates is to be at a Developing Beginning level. Scores of four (4) should only be given if they’re truly deserved.
   g. Both the Cooperating Teacher and the University Supervisor must provide final evaluations with a score of 33 points or higher. If there is disagreement, the decision will go to a review committee consisting of the Chairperson of the Department of Teacher Education, the appropriate Program Director and the Director of University Partnerships.
   h. Complete the final evaluation score form on TaskStream. This should be the scores from the University Supervisor’s final.

7. Reading instruction: Candidates in the Multiple Subject Credential Program must have at least two (2) formal observations of a reading lesson. Following your observation and post-observation conference, track the reading instruction progress on the Reading Instruction Summary (RICA) form. Not all standards need to be completed during the Methods semester but all should be completed by the end of the full-time Student Teaching semester. Student Teachers need to verify completion of this in their final benchmark. Further instructions are included in the Student Teaching Handbook.

8. Letter of recommendation may be written and included with final evaluation if warranted and appropriate. Otherwise, a final summary statement is adequate. Letters of recommendation are not necessary during the Methods Block and should only be written if you believe the Student Teacher deserves recommendation.
Guidelines for Observation of Full-time Student Teachers

1. Contact the Student Teacher to arrange your first visit.

2. During the first visit, get acquainted with the class, Cooperating Teacher, school secretaries, and principal.

3. Student Teachers must be observed alternating weeks for a total of eight (8) visits.

4. Student Teachers must be observed a minimum of six (6) times during the field placement (evidenced by a written observation)
   a. A written lesson plan is required for each observation
   b. The University Supervisor will place the electronic version of the observation form in the comment area.

5. During each formal visit:
   a. Review lesson plans
   b. Read reflective journal and make comments (Student Teachers are required to maintain a reflective journal and record an entry each day. This journal is between you and the Student Teacher and its contents should remain confidential between the two of you)
   c. Observe classroom management.
   d. Observe lesson implementation (for multiple subject candidates, make sure to observe different subjects, with at least two (2) observations designated for reading instruction).
   e. Conference with the student following the observation and provide written feedback. Set a focus for the following visit.
   f. Communicate with Cooperating Teacher.
   g. Discuss and plan (3rd week) with Cooperating Teacher and Student Teacher for gradual takeover and make modifications as necessary during the semester.
   h. Remind student of seminar dates and set the next visitation date and time.

6. Evaluations:
   a. Both midterm and final evaluations are to be completed by both you and the Cooperating Teacher and submitted to the Department of Teacher Education by the due date
   b. A conference for both the midterm and final evaluation must take place with all three persons present (Student Teacher, University Supervisor and Cooperating Teacher).
   c. Full-time Student Teachers must earn a score of 44 points on their final evaluation in order to pass. The goal of Methods candidates is to be at the Consistent Beginning Practice level.
   d. Both the Cooperating Teacher and the University Supervisor must provide final evaluations with a score of 44 points or higher. If there is disagreement, the decision will go to a review committee consisting of the Chairperson of the Department of Teacher Education, the appropriate Program Director, and the Director of University Partnerships.

7. Reading Instruction: Students in the Multiple Subject Credential Program must have at least two (2) formal observations of a reading lesson. Following your observation and post-observation conference, tracking the reading instruction progress on the Reading Instruction Summary form. You must sign off on all standards on this form by the end of the semester. Students need to verify completion of this in their final benchmark. Further instructions are included in the Student Teaching Handbook.

8. Letter of recommendation may be written and included with final evaluation if warranted and appropriate. Otherwise, a final summary statement is adequate.
Guidelines for Observation of Interns and Alternative Program Students

1. Contact the Student Teacher to arrange your first visit.

2. During the first visit, get acquainted with the class, school secretaries, and principal.

3. Students must be observed a **minimum of eight (8) times** during the field placement (evidenced by a written observation)
   a. A written lesson plan is required for each observation and must be uploaded to TaskStream
   b. The University Supervisor will complete the electronic observation form in TaskStream.

4. During each formal visit:
   a. Review lesson plans
   b. Read reflective journal and make comments (Student Teachers are required to maintain a reflective journal and record an entry each day. This journal is between you and the student and its contents should remain confidential between the two of you)
   c. Observe classroom management.
   d. Observe lesson implementation (for multiple subject students, make sure to observe different subjects, with at least two observations designated for reading instruction).
   e. Conference with the student following the observation and provide written feedback. Set a focus for the following visit.
   f. Set the next visitation date and time.

5. Evaluations:
   a. A midterm and final evaluation must be completed by the University Supervisor. These evaluations must be discussed with the Student Teacher during a face-to-face meeting. Goals and objectives must be set at the midterm evaluation and should be carefully planned and noted.
   b. At the end of the second semester of EDTP 552/572 the Alternative Student Teachers must earn a score of 33 points on their final evaluation in order to continue in the program. The goal for these students is to be at Consistent Beginning Practice in at least 11 of the 13 TPEs.
   c. At the end of the fourth semester of EDTP 552/572, the Alternative Student Teachers must earn a score of 44 points on their final evaluation in order to continue in the program. The goal for these students is to be at Consistent Beginning Practice in at least 11 of the 13 TPEs.

6. Reading Instruction: Students in the Multiple Subject Credential Program must have at least two (2) formal observations of a reading lesson. Following your observation and post observation conference, track the reading instruction progress on the reading instruction summary sheet. You must sign off on all standards on this form by the end of their program. Students need to verify completion of this in their final benchmark.
Responsibilities to the Department of Teacher Education

University Supervisors are expected to attend staff meetings during which they will share successes and dilemmas, learn of calendar or programmatic changes, and discuss supervision issues. At these meetings, Supervisors will submit the following:

- Contact sheet
- Observation forms
- Midterm and final evaluations from both the Supervisor and the Cooperating Teacher
- Evaluation of the Cooperating Teacher by the University Supervisor
- Candidates who are struggling may need to be placed on a remediation plan. It is very important that this is brought to the attention of the appropriate Program Coordinator early in the program.

Observation Protocol and Forms

Most CLU forms are available on our website at the following URL:
http://www.callutheran.edu/schools/education/faculty/resources/

Observations

The purpose of an observation is to help Student Teachers understand their behaviors in the classroom and to reflect on them for growth. Depending upon the focus of your observation, there are different styles of notes for collecting specific data that will be helpful to the Student Teacher. There is a standard form that should be completed when observing Student Teachers. This form is available in paper and electronic format on the on the CLU website listed above.

Meet with the Student Teacher prior to the observation to discuss the area of focus and/or the nature of the feedback to assist the Student’s professional growth. This can be done at the end of the previous visit, during a scheduled conference prior to the observation (recess, prep period, lunch, etc.), or by e-mail. Observations should focus on the Teaching Performance Expectations (TPEs), and the California Content Standards. This will help students prepare for the Teaching Performance Assessments (TPAs) and artifacts that need to be posted to their electronic portfolio.

Observation Forms

All observations are recorded electronically in TaskStream. No paper forms will be accepted. Follow the directions in TaskStream for the proper completion of the form.

Supervisor Contact Sheet

This form is no longer required. Please destroy any remaining copies.
Reflective Journals

Each Student Teacher (Methods, Full-time and Interns) is expected to maintain reflective journal. Journal entries do not need to be lengthy. They should be a deep reflection about something that had significant meaning for their professional growth and development. Writing about the relationship between theory and practice or the reflective discussion of classroom management and discipline issues would be good examples of appropriate journal entries. The journal should not be a chronology of events that take place each day. Students may do that in a separate notebook if they choose.

It is the role of the University Supervisor to read the reflection journals each time you visit the classroom and provide comments back to the student. This can be in the form of writing back to the student directly in their journal or through verbal discussion.

The journals are intended to be confidential between you and the Student Teacher. The Cooperating Teacher is not expected to read the journal unless the student would like them to. Each time you read the journal please make a note on the Contact Sheet.

California Reading Initiative (Multiple Subject Candidates Only)

In response to the California Reading Initiative, California Lutheran University is required to document field study practice in reading and language arts. Student Teachers must be observed teaching reading lessons at least twice during the semester. Regular observation forms may be used with special notation that the lesson focused on reading or language arts. Students need to document that they have met all the state reading standards for the Multiple Subject credential. The Reading Instructions Summary form serves as a mini-portfolio and a record of evidence for each standard. Observation forms may be used to document competence. During the semester, the University Supervisor may also need to assist candidates document their reading instruction on this form. Supervisors sign the forms at the end of the semester to indicate satisfactory completion.

Directions for Completing the Reading Instruction Summary Sheet

Many of the competency requirements for the summary sheet can be met through the coursework assigned in either EDTP 521 (Reading and Language Arts Methods) or EDTP 525 (Advanced Methods). If the candidates in that class have completed an assignment they just need to list it in the “evidence” column. It doesn’t need to be attached to the summary form, since the transcript will verify satisfactory course completion. If the University Supervisor or Cooperating Teacher observed one or more of the items in a domain, the candidate can list the date of the observation (with written documentation). Supervisors need to sign the bottom of the summary form when the student has demonstrated their competence in all of the domains.

Problem Solving and Academic Intervention Protocols

1. Attempt to solve all issues directly with Student Teacher and Cooperating Teacher.

2. If not successful, advise the Placement Coordinator, Jeanne Ricci (lricci@callutheran.edu).

3. If additional intervention is necessary, contact the Director of University Partnerships, Michael Cosenza.
4. Written documentation is required for candidates who are struggling in their field placements, are not planning appropriately, or who require more specific intervention. Identifying this early in the semester is very important and the appropriate program director needs to be notified so that a conference can be scheduled with all parties involved. If this is required, the Placement Coordinator and/or the Director of University Partnerships will consult with the appropriate Program Coordinator to schedule a consultation with the Student Teacher.

**Seminars**

A seminar schedule will be provided each semester. Attendance is mandatory and absence requires a make-up activity. Seminars will take place as part of the courses that are aligned to the Teaching Performance Assessments (TPAs) (EDTP 511/513 and EDTP 512/514).

**Salary**

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<tr>
<th>Supervision Type</th>
<th>Unit Ratio Paid at $1000 per unit</th>
<th>Duties</th>
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<tbody>
<tr>
<td>Methods</td>
<td>3 students = 1 unit</td>
<td>• Make at least eight (8) site visits</td>
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<td>• Formally observe Student Teacher a minimum of five (5) times</td>
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<td>• Conduct a final evaluation with Cooperating Teacher</td>
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<td>• Attend seminars as scheduled</td>
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<td>• Meet all requirements outlined in the Supervisor Handbook</td>
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<tr>
<td>Full-time</td>
<td>3 students = 1 unit</td>
<td>• Make at least eight (8) site visits</td>
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<td>• Formally observe student a minimum of six (6) times</td>
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<td>Intern</td>
<td>3 students = 1 unit</td>
<td>• Observe Intern a minimum of eight (8) times</td>
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<tr>
<td>PDS and Leadership School Faculty Supervisors (Methods)</td>
<td>3 students = $200 stipend plus release time (up to 11 half days)</td>
<td>• Visit student at least eight (8) times</td>
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<td>• Formally observe student a minimum of five (5) times</td>
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**Mileage**

Mileage is paid at the current University rate per mile for each mile driven to and from the observation site. Mileage is recorded from the CLU campus to the school site and your return trip to CLU, unless the miles from your home to the site are less than from the campus.

Examples:

- If you live in Ventura and observe a student in Oxnard, the University will reimburse you for miles actually driven.
- If you live in Los Angeles and observe a student in Oxnard, the mileage from CLU to Oxnard is less than from your home and that is the mileage for which you are reimbursed.

The current mileage rate is .485 cents per mile (48.5 cents). The appropriate form with auto-complete for current mileage reimbursement is available online at the Faculty Resource webpage listed on page 7 of this handbook.

Mileage **is not paid** for travel to and from the University Supervisor meetings, orientations, etc. as these are included in the job requirements.

All travel reimbursement forms must be submitted monthly to the Chair of the Department of Teacher Education and may be submitted each time there is a Supervisor staff meeting.
## Appendix

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<td>Evaluation of University Supervisor by Student Teacher</td>
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<td>Mileage Reimbursement Form</td>
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<td>Contact Directory</td>
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</table>
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:
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.
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

| 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 |

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Comments:

### CSTP B: Assessing Student Learning

| TPE 2: Monitoring student learning during instruction |
| TPE 3: Interpretation and use of assessments |

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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:
### CSTP F: Developing as a Professional Educator

**TPE 12:** Professional, legal and ethical obligations  
**TPE 13:** Professional growth

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<td>IMPROVEMENT NEEDED</td>
<td>INCONSISTENT PRACTICE</td>
<td>DEVELOPING BEGINNING PRACTICE</td>
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**Comments:**

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<tr>
<th>TOTAL SCORE</th>
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**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
University Supervisor: ________________________________ Semester/Year: ____________________

School: _________________________________________ Grade Level/Subject: ____________________

District: _______________________________________

Please answer the following questions in regard to the supervision provided this semester.

1. Observed and evaluated my teaching an adequate number of times during the semester (eight (8) times for Methods semester, eight (8) times for Alternative Program, twelve times for Full-time student teaching)

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

2. Gave constructive feedback, suggestions and conducted a conference (in person, by phone, or email) following observations

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

3. Provided information and/or materials that were beneficial in enhancing my success and professional development

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

4. Worked collaboratively and effectively with my cooperating teacher in supporting me

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

5. Respected me as an individual and provided encouragement throughout the year

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

6. Guided me to use my self-reflection journal and provided meaningful feedback to my entries

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments

7. Arranged observation dates in advance so that my cooperating teacher and I could plan accordingly

   Please choose the response that best reflects your point of view.

   [ ] Much Improvement Needed
   [ ] Some Improvement Needed
   [ ] Adequately Met
   [ ] Exceeded Expectations
   [ ] N/A

   Additional Comments
8. Had a thorough knowledge of procedures and requirements of the program and content area.

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<thead>
<tr>
<th>Please choose the response that best reflects your point of view.</th>
<th>Much Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Adequately Met</th>
<th>Exceeded Expectations</th>
<th>N/A</th>
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<td>Additional Comments</td>
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9. Generally, was effective and supportive

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<th>Please choose the response that best reflects your point of view.</th>
<th>Much Improvement Needed</th>
<th>Some Improvement Needed</th>
<th>Adequately Met</th>
<th>Exceeded Expectations</th>
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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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________________________________________________________________________
# California Lutheran University
Reimbursement

<table>
<thead>
<tr>
<th>Purpose of Trip</th>
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**TOTALS**

### Distribution - Approval

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<tr>
<th>DEPT HEAD/DEAN or VICE PRESIDENT</th>
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**I hereby certify that the above is true statement of expenses incurred.**

<table>
<thead>
<tr>
<th>PAYEE SIGNATURE</th>
<th>DATE</th>
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**Payee Name and Address**

**Less Advance**

<table>
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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td></td>
<td>$</td>
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**Total Advances** $ -

**Balance due to Individual/ (Amount owed to University)**

---

A properly approved travel expense report is due in the Business Office within three working days after payee’s return to campus. A second travel advance is not possible until settlement for the previous advance is made.

---

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Contact Directory

Chair, Department of Teacher Education
Dr. Michael McCambridge
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Coordinator, Secondary Credential Program
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805-493-3599

Director of University Partnerships and Candidate Assessment
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805-493-3595

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805-493-3596

Forms included in this handbook are also available electronically: http://www.callutheran.edu/schools/education/faculty/resources/

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