

Student Teaching/Internship Procedural Handbook

For Cooperating Teachers,
Administrators, University Faculty,
and Teaching Candidates

Level I Multiple Subject, Mild/Moderate, and Moderate/Severe
Specialist Credentials

Preliminary Mild-Moderate, Moderate/Severe, and Multiple Subject
Specialist Credentials



SACRAMENTO
STATE

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revised: 20101012

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FORWARD

This handbook is intended as a guide for students, Cooperating Teachers, School Administrators, and University Supervisors involved in the student teaching field experience component of the Multiple Subject, Mild-Moderate and Moderate-Severe Educational Specialist Credential Program at California State University, Sacramento.

Please direct any suggestions to:

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WELCOME

Dear Friends of the Multiple Subject, Mild-Moderate, and Moderate/Severe Credential Programs,

This handbook will serve as an introduction and welcome to participants in our Multiple Subject, Mild-Moderate, and Moderate-Severe Specialist Teacher Preparation Programs. It provides the most current materials, policies, and procedures about our credential program. Review and use of it will facilitate academic activities which will lead to California credentialing. The policies of the handbook are accurate currently but are subject to change by law and or faculty action at any time.

I and/or the Mild/Moderate and Moderate/Sever program coordinators welcome your suggestions for review and inclusion.

The special education faculty appreciate greatly the time and expertise that public school teachers and administrators expend in preparing our student teachers. We could not do our jobs without your assistance.

Sincerely yours,

Dr. Bruce A. Ostertag

Chair

Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies

SECTION 1

PROGRAM OVERVIEW

THE RYAN ACT

The Teacher Preparation and Licensing Act of 1970, the Ryan Act, is the basic legislation dealing with the preparation of teachers for California public schools. The law outlines requirements and limitations on teacher preparation programs, delineates types of credentials, and establishes the Commission on Teacher Credentialing to administer the total process. The Ryan Act was made operational by the Commission in January, 1973. The first Ryan teaching credentials were in September, 1974.

Sacramento State received approval from the Commission on Teacher Credentialing in 1973 for its teacher preparation programs leading to the Multiple and Single Subject Teaching Credentials. The University has also received approval for many teaching major (waiver) programs in the academic areas that are required as part of the teacher preparation program and many advanced credential programs.

ABOUT THE DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, SCHOOL PSYCHOLOGY, AND DEAF STUDIES

The Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies offers professional programs in the areas of Special Education, Vocational Rehabilitation Counseling, School Psychology, and Deaf Studies. Offered are professional programs leading to specialist credentials for teachers of pupils with mild through severe needs (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education Specialist Credentials). Professional preparation programs leading to Master's Degrees include a Master of Science in Counseling with a Vocational Rehabilitation Counseling option (in cooperation with the Department of Counselor Education), a Master of Science in Counseling with a School Psychology option (also in cooperation with Counselor Education), and a Master of Arts in Education with an option in Special Education.

The Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies offers services to students in other programs at the university and to individuals in the community at large through several course sequences, clinics, and field-based programs. These consist of courses offered to students seeking multiple and/or single subject teaching credentials, degrees in speech pathology or nursing; and opportunities to develop skills in working with individuals who have exceptional needs. In addition, the Department has sponsored since 1986 Young Adult Programs, California's first integrated classes for young adults with severe disabilities on a university campus. The programs consist of students, 18 to 22 years of ages, who are being provided with special education services by the Sacramento County Office of Education and Sacramento City Unified School District. These programs utilize volunteers and student interns from across campus. Please contact our office if you wish more information.

SPECIAL EDUCATION PROGRAM PHILOSOPHY

Our mission is to prepare highly qualified individuals from diverse backgrounds to provide appropriate educational services to individuals with disabilities, birth to adulthood, and their families.

The principles stated above also apply to students enrolled in CSU, Sacramento special education programs. In addition, these students shall be:

- protected, in terms of their rights, as stated in university policy;
 - exposed to a wide range of theoretical views and instructional strategies pertaining to persons across the lifespan and to an understanding of and appreciation for academic freedom;
 - required to develop a personal philosophy for service delivery to exceptional persons and their families;
 - reflective of the diversity of the communities they will serve through active recruitment and maintenance efforts;
 - exposed to and learn a broad range of strategies for responding positively to diversity with regard to culture; language, lifestyle, family configuration, and socioeconomic status;
 - encouraged to serve as agents of positive change within the system of service delivery;
 - provided with opportunities for instruction, guided practice, and independent practice in all appropriate areas of professional responsibility for teachers of exceptional persons as part of their training experience;
 - be required to demonstrate higher level thinking skills (analysis, synthesis, evaluation) in both oral and written form;
 - and be required to meet appropriate, high standards of professional competence and ethics for graduation. Included among these areas of professional responsibility are:
 - a. instructional techniques designed to allow maximum learning by persons across the lifespan with a variety of learning challenges;
 - b. unbiased assessment including normative, curriculum based, and descriptive procedures;
-

SPECIAL EDUCATION PROGRAM PHILOSOPHY

- c. curriculum design across the lifespan;
 - d. behavior management and change procedures;
 - e. teaching and program evaluation methods;
 - f. consultation and collaboration skills with colleagues, parents, and families;
 - g. inclusion techniques, the uses of which are designed to result in the physical, social, and academic inclusion of exceptional infants, toddlers, children, and youth in regular education programs that reflect the principles contained herein;
 - h. legislation, case law, and ethics as these pertain to teachers and exceptional persons across the lifespan;
 - i. knowledge of how schools function as an institution within society;
 - j. research methodologies for the identification of effective practices;
 - k. teaching career management skills.
-

GOALS OF PROFESSIONAL EDUCATION

California State University, Sacramento recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the University values and seeks teacher candidates who demonstrate a commitment to problem-solving, lifelong learning—so essential for professional competency, and a dedication to child and adolescent development. A solid academic program forms the foundation for those planning to enter teaching. The College of Education provides specialized graduate professional preparation on this foundation.

Goals of the credential programs include the following:

- ① Student will observe and analyze behavior in the public school classroom.
 - ② Students will explore and use community resources to enhance their students' learning.
 - ③ Students will identify individual differences in growth and development and relate these differences to their student's achievement.
 - ④ Students will evidence effective communication skills to stimulate optimal learning.
 - ⑤ Students will demonstrate a knowledge of the learning process, the diagnosis of learning.
 - ⑥ Student will identify cognitive and affective needs of students and plan appropriate lessons.
 - ⑦ Students will be able to teach lessons that include a range of strategies using cognitive processes: e.g., inquiry, discovery, problem solving, inductive reasoning.
 - ⑧ Students will study various models of classroom management and be able to implement one or more on a consistent basis.
 - ⑨ Students will demonstrate a knowledge of the role of the teacher in the profession and in the community.
-

THE APPROVED MULTIPLE SUBJECT, MILD/MODERATE AND MODERATE/SEVERE SPECIALIST CREDENTIAL PROGRAMS

These programs are designed to provide experience with more than one ability level, with different linguistic and cultural groups, with students who have a variety of disabling conditions, and with opportunities for involvement in school-community services. Each phase includes integrated course work and field experiences. The Multiple Subject, Mild/Moderate and Moderate/Severe Educational Specialist Credential program is a five-to six-phase program, with integrated general and special education work in each phase. It leads to both the Multiple Subject and Specialist Credentials. Stand-alone educational specialist credentials are available and are four-phase programs.

Please note that because of California Commission on Teacher Credential (CCTC) modifications to the statewide special education standards, the Sac State educational specialist programs will reflect these changes starting in Fall 2011.

Please check online for any and all programmatic changes: www.edweb.csus.edu/eds

SPECIALIST CREDENTIAL PROGRAM OVERVIEW: RATIONALE

Rationale: The schools of California are facing an ever-escalating teacher shortage. This is especially true in the area of special education. A large percentage of special education teachers do not possess special education credentials; these teachers often have minimal training and experience related to special education, let alone at-risk students who are also English language learners. For example, school districts employ special education teachers under “emergency” credentials after verifying for the California Commission on Teacher Credentialing (CTC) that they have searched for—and failed to find—a fully credentialed person. School districts also employ substitute teachers on long-term contracts to staff special education classrooms. Additionally, many districts are requiring all educators to have a CLAD emphasis to maintain or obtain a teaching position.

The structure of typical credential programs contributes to the shortage of trained special educators and CLAD emphasis educators. Historically, CTC guidelines mandated that special education teaching credentials be built upon a prior general education (multiple subject-basic) teaching credential. Thus, teachers interested in a career in special education needed to complete an entire program in special education after finishing the basic credential program; at Sac State, this additional special education training consisted of three semesters of full-time study.

The newly restructured program decreases significantly the number of semesters necessary to train a person for entrance into the field of special education. The program should increase the number of trained special educators and CLAD emphasis teachers in the Sac State service area.

The benefits of this program will not accrue to special education alone. One result will be to enhance the general education classroom teacher’s skills in teaching children who experience difficulties in learning and/or may be English language learners. Some teachers do not wish to teach in special education programs, but rather want to gain additional competence in teaching all children who experience difficulties in the general education classroom.

The faculty believe that the credential programs have been combined without sacrificing quality. The special education credential program allows faculty to make use of their unique skills and content backgrounds; it also allows for exciting opportunities to teach. The program will be evaluated in order to provide data on which to base decisions about program quality and effectiveness. Furthermore, the combined program is based on the same CTC approved competencies that are imbedded in the traditional MS and CLAD emphasis programs; students in the combined program must demonstrate all of the same competencies demonstrated by their peers in all the traditional programs.

SPECIALIST CREDENTIAL PROGRAM OVERVIEW: REQUIREMENTS

Requirements: Specialist Teaching Credentials in the areas of Level I & II Mild-Moderate and Moderate-Severe are offered through Sac State. This handbook overviews the Level I coursework and student teaching required of candidates in the Mild-Moderate and Moderate-Severe Credential program. Unique to these programs is their field-based competency methods of teaching in clinical and school settings. Students have the opportunity to experience most teaching situations and problems in a natural setting. Training includes the skill sequences, assessment/diagnostic techniques, and developmental/remedial instructional techniques involved in the areas of language and communication, reading, mathematics, writing, handwriting, spelling, and social and family living skills.

The Mild/Moderate Educational Specialist Credential Program currently requires completion of approximately 60 units of coursework. These programs require completion with a minimum 3.0 grade point average.

Students should note that credential requirements are continually reviewed by the Legislature and the Commission on Teacher Credentialing and are subject to change. Current requirements can be verified in the Department and/or the Sac State website.

Programs are offered leading to a Certificate of Eligibility for the following basic teaching credentials:

- Mild/Moderate (M/M) Disabilities Specialist
- Moderate/Severe (M/S) Disabilities Specialist
- Early Childhood Special Education (ECSE) Specialist

There also are university and California Commission on Teacher Credentialing (CTC)-approved program options that allow candidates concurrently to pursue the M/M or M/S along with the

- Multiple Subject
- Single Subject
- Middle Level Emphasis Credentials and an approved program that allows candidates to add an ECSE Certificate onto existing M/M, M/S or other California Level II Special Education Specialist credentials.

Information about these programs is available from the EDS Department Office or website:

www.edweb.csus.edu

As required by CTC, all special education credential programs are designed to reflect two levels of training. **Level I** programs prepare candidates as beginning teachers for children and youth with disabilities who receive services in a variety of settings; Sac State specialist credential programs emphasize services in

SPECIALIST CREDENTIAL PROGRAM OVERVIEW: REQUIREMENTS

inclusive settings. **Level II** programs are designed to induct beginning special education teachers into the profession through on-the-job support, professional development, and additional university training. Level I programs all have internship options. The **Level I** M/M and M/S credentials prepare candidates to work in a variety of settings with and on behalf of children and youth with disabilities from kindergarten through adult. Candidates interested in working with infants and young children with disabilities—and with their families—should pursue the **Level I ECSE credential**.

Sac State Coursework Overview—Educational Specialist (Mild/Moderate or Moderate/Severe) Credential, Multiple Subject Credential, & M.A. [beginning Fall 2003]

LEVEL I Coursework & Field Experience	Units	LEVEL I Student Teaching & Coursework	Units
Pre/Co-requisites	11	(Not required if currently employed in the field—advisor approval required)	
EDS 100A/B <i>Education of Exceptional Children</i>	2 + 1	Mild/Mod & Mod/Sev Student Teaching	14–19
EDS 101 <i>Consultation Skills</i>	3	EDS 233 <i>M/M/St. Teaching Seminar</i>	1
EDS 130A/B <i>Typical and Atypical Development</i>	2 + 1	EDS 273 <i>Instructional Methods</i>	3
HLSC 136 <i>School Health Education</i>	2	EDS 472/473 <i>Mild/Mod Student Teaching/Internship</i> OR	10/15
		EDS 412/421 <i>Mod/Sev Student Teaching/Internship</i>	10/15
Level I—Core Program Requirements—Mild/Mod Mod/Sev Core	18	Multiple Subject Student Teaching	11
EDS 119 <i>Introduction to Inclusive Education</i>	3	EDTE 420B* <i>Multiple Subject Student Teaching</i>	10
EDS 120A/B <i>Management of Teaching and Learning</i>	2 + 1	EDTE 307* <i>Multiple Subject Student Teaching/Internship 1</i>	
EDS 216A/B <i>Movement, Mobility & Specialized Health Care</i>	2 + 1		
EDS 225A/B <i>Assessment in Teaching and Learning</i>	2 + 1		
EDS 291A/B <i>Technology in Special Education</i>	2 + 1		
EDS 292A/B <i>Teaching English Learners</i>	3		
(EDTE 170 Prerequisite to Multiple Subject)			
Mild/Mod/Sev and MS Instructional Methods Core	18	Employment & CTC Preliminary Level 1 Specialist Credential	
(RICA required unless Multiple Subject, credential held)			
EDBM 104 <i>Multicultural Education</i>	3		
EDS 122A/B <i>Social Science Methods</i>	2 + 1		
EDS 123A/B <i>Math Methods</i>	2 + 1		
EDS 124A/B <i>Science Methods</i>	2 + 1		
EDBM 170* <i>Introduction to Bilingual Education</i>	3		
EDS 220 <i>Language and Literacy I</i>	3		
EDS 221 <i>Language and Literacy II</i>	3		
EDS 317* <i>Art in Inclusive & Diverse K-8 Classrooms</i>	1		

LEVEL II Program	Units	Master's Core Coursework (WPE & Adv. to Candidacy)	Units
EDS 252A/B <i>Induction Seminar</i>	2 + 1	EDS 250 <i>Ed Research</i>	3
EDS 267A/B <i>Adv. Studies in Curric., Assess & Beh Man.</i>	3 + 3	EDS 251 <i>Ed Pluralistic Demo Society</i>	3
EDS 268A/B <i>Adv. Studies in Collaboration & Teaming</i>	3 + 3	**EDS 297 <i>Current Issues in Sp Ed</i>	3
ELECTIVE (3 units may be district-based)	3		
Culmination—Level II Portfolio/Competency Review by appt.)			

Initial Field Experience	Units
EDS 232 <i>Mild/Moderate/Severe Seminar (required)</i>	1
EDS 411/471 <i>Phase I Field Exp. (Mod/Sev or Mild/Mod)</i> OR 5	5–6
EDTE 420A <i>Phase I Field Exp. (Gen. Ed.—Elem. Level)</i>	

ADVICE

Program Plan with Signatures

Application for Initial Field Experience—Paperwork Requirements

Application for Student Teaching—Paperwork Requirements
(Subject Matter or equivalent must be passed prior to Phase II & III S.T.)

Application for MA/Advance. to Candidacy—Paperwork Requirements

ELA Requirements

RICA Requirements

Fifth Year Requirements

Second technology course for Clear Multiple Subject requirements

Special Education Master's Core Coursework

**EDS 500/501 <i>Thesis/Project</i>	3 + 3
**ED 298 <i>MA Seminar (EDS 297 Prerequisite)</i> (Offered Only in Spring Semesters)	3

[*Optional: Multiple Subject Credential]
[**Reservation required one year in advance]

STUDENT TEACHING PHASE OPTIONS

Phase I Option:

Phase I student teachers student teach Monday–Friday mornings (until approximately 12:00 noon) for approximately 15 weeks. The 15 weeks are typically spent in an elementary *general education classroom or special education placement* (*placement is based on student teacher interest and experience*). The focus of the **Phase I** student teaching experience is on one-to-one, small group, and some large group instruction in the areas of (but not limited to) classroom organization and management, language and literacy, and math instruction. Most of the students will be in their second semester of coursework. Their student teaching placement will need to provide them the opportunity to support, create, and demonstrate competency in these areas as well as opportunities to assess student learning. Any requirements for specific course assignments will be shared with the cooperating teacher before any implementation.

Phase II & III Option:

Phase II and III student teachers student teach full time Monday through Friday, for approximately 15-16 weeks. **Phase II** student teachers are placed in an elementary general education classroom, whereas Phase III student teachers are placed in a special education field assignment (elementary, middle, or high school).

Both Phase II & III student teaching involves a 2-week solo teaching period.

Partnership Option:

The Special Education Credential Program has successfully implemented a student teaching cooperative partnership option. This partnership model involves **two Phase I student teachers** being assigned to one *cooperating teacher*. This partnership arrangement helps to provide support to those general education teachers who promote inclusive educational programming for special education students.

Peer Coaching Option:

For the past several years, the special education credential program has been involved in a student teaching *Peer Coaching Program*. This program allows a **Phase I student teacher** the opportunity of teaming for their first field experience with a **Phase III student teacher**. The Phase III student teacher works with the cooperating teacher in mentoring the Phase I student teacher. Both the student teachers and cooperating teachers who have been involved in this option have thoroughly enjoyed the experience.

SECTION 2

THE STUDENT TEACHER: ROLES AND RESPONSIBILITY

PRIVACY ACT

Based upon the Family Educational Rights and Privacy Act of 1974, teacher candidates have access to inspect and review the records kept on file in the Teacher Preparation Office. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates, only certain other University, state and federal officials are authorized by the Act to review these files. Candidates may make an appointment with the Education Student Service center (ESSC) coordinator to go over all materials in the files. Files do **not** leave the ESSC.

Those desiring copies of documents in their files, e.g., transcripts, should make copies prior to submitting them to the Teacher Preparation Office.

INFORMATION FOR STUDENT TEACHERS

Your field experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and cooperating teacher are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom.

- ❶ Familiarize yourself with your Sac State Specialist Credential program. Carefully reading this Handbook will help you to do so.
 - ❷ Become familiar with the scope and sequence of courses. If you need more information on this, your supervisor or faculty advisor will be happy to provide you with a detailed outline.
 - ❸ Meet with your supervisor and cooperating teacher to establish a schedule of assignments and observations. Be sure to provide a current address and phone number. Be sure to discuss any questions or concerns you have about the time, date, duration and content of your formal observations. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night" and "Open House."
 - ❹ Be sure to advise your cooperating teacher and university supervisor if and when an absence becomes necessary. If you are scheduled to teach that day, let your cooperating teacher know what you were planning to cover and provide the plans. You may need to make up the missed day(s) to complete student teaching (four sick days are usually awarded).
 - ❺ Keep up to date and accurate lesson plans while you are student teaching. Be sure to confer with your cooperating teacher on topics and curriculum that will be covered.
 - ❻ Attend bi-monthly seminars with your seminar instructor. Submit any observation logs or lesson plans that are requested of you.
 - ❼ Keep your teaching plan book up-to-date and follow the guide of your cooperating teacher's plan book. Remember, they must be complete enough for someone else to step in and substitute teach.
 - ❽ Develop and teach appropriate lessons as required by your university faculty and program design.
 - ❾ Become familiar with the California Frameworks and Grade Level/District Continuums and Curriculum Guides.
 - ❿ Be professional at all times. Maintain good rapport and appropriate interprofessional interactions and relationships with all building staff, faculty, administration, students, and parents.
 - ⓫ When attending IEP, SST, and parent conference meetings, listen attentively. Do not offer your own opinions unless asked for one by those in charge. Never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.
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INFORMATION FOR STUDENT TEACHERS

- ⑫ Once you are student teaching full-time, ***adhere to your cooperating teacher's contract hours***. Except when school events conflict with evening credential courses, be available to remain after school to plan, attend staff meetings, inservices, parent conferences, and other school functions such as "Back to School Night" or "Open House."

NOTE: Special Requirement: If a student's university supervisor and cooperating teacher determine that a student needs more time in a general or special education field experience in order to demonstrate competencies, the student may be expected to extend the field experience for an agreed-upon period.

KEY POINTS FOR STUDENT TEACHERS

- ***Please, do not make any placement arrangements or changes on your own!*** This is the very specific duty of the Field Placement Coordinator. It may appear that you are helping, but keep in mind we have over 60 placements to make in our area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these first to your university supervisor who will then contact the Field Placement Coordinator.
 - If you are experiencing any sort of difficulty in your placement, share this with your supervisor immediately. Your supervisor is there to serve as your advocate and liaison between you, the cooperating teacher, and the school site.
 - **Always be professional in dress, demeanor, attitude.** You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
 - Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.
 - If you are a Phase II or Phase III student teacher and will be taking over full-time for two weeks, it may be beneficial to teach the two weeks **prior** to your last week to ensure a smooth transition for your cooperating teacher.
 - Enjoy your field experience. It will be short time in the long range of your teaching career. This is a challenging time and we are working hard to ensure that it is a positive and growing experience for you.
-

OBSERVATION GUIDELINES FOR STUDENT TEACHER

Throughout student teaching you should observe closely how students and adults function, behave and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures, time and schedules, and physical or space characteristics of classroom, school plant, and facilities.

By focusing your attention on the many elements of the school setting selectively over time you will develop a deeper understanding of this complex organizational system called "school." With this understanding you will be better able to perform leadership roles with your learners and teaching peers which result in individual success and an emotionally healthy climate for learning.

In the beginning, focus your observations on your cooperating teacher, what s/he does, how the classroom is set up, what the students are like, and similar things as suggested by the questions provided in this handbook. These questions are appropriate starting points for your inquiry; you and your cooperating teacher or University supervisor should collaborate to determine other foci for your later observations.

Suggestions for Observation Procedure

Position yourself on a diagonal so you will have a good view of the classroom. Do not try to correct papers or make lesson plans while observing. After reviewing the suggested observation questions, decide what you will observe and concentrate your senses in that area. Record or make notes for your observations, using observation forms, commercial or self-prepared, or anecdotal notes. You should use a three-column format on standard notebook paper, similar to the following:

OBSERVATION GUIDELINES FOR STUDENT TEACHER

Observation Notes		
I	II	III
What did you observe?	What purpose was served? Or what was the effect?	Conclusions—How will you apply this information to your teaching?
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Focus only on Column I during the observation. Describe specifics in detail. Columns II and III can be completed after your observation or during inactive moments. This format will allow you to think carefully about events and give sharp focus to follow-up discussions with your cooperating teacher.

Suggested Observation Questions

The Room:

- ❶ What is the general appearance of the classroom?
- ❷ How are desks, tables, or chairs arranged?
- ❸ What is the focus/theme of the bulletin boards?
- ❹ Are there displays of student work or exhibits of other materials and objects on bookcases, tables, or walls
- ❺ Are whiteboards convenient to students/ How often and in what ways does the teacher make use of them?

OBSERVATION GUIDELINES FOR STUDENT TEACHER

The Beginning of the Class Period:

- ❶ How and where do students spend their time before class begins?
- ❷ What is their manner when they enter the classroom?
- ❸ How does the teacher interact with students before class begins?
- ❹ Does the teacher have a set procedure for bringing the class to order—gaining their attention?
- ❺ How is attendance taken? How are tardy students handled?
- ❻ What are procedures for flag salute? Answering office summons? Giving instructions? Dismissing class for recess?
- ❼ What is the attitude and response of the students toward the lesson or the day's work?
- ❽ What equipment, books, or supplies are students expected to bring to class each day?
- ❾ How are student homework, worksheets, and other learning materials collected or distributed?
- ❿ How and when are individual/group assignments announced? Are they written on the chalkboard? Does the teacher review standing assignments (or late work due) with the class?

The lesson:

- ❶ Are the objectives made clear? Do students know specifically what is expected in behavior and achievement?
 - ❷ What major method or teaching strategy is used? Do teaching methods vary from lesson to lesson or from student to student?
 - ❸ Does the teacher use any of the following instructional models: direct instruction, Madeline Hunter model, data managed instruction, learning strategies, discovery or inquiry learning, problem-solving, cooperative learning, peer-tutoring, and/or language experience? What other special approaches are used?
 - ❹ Of the talking done in the classroom—questions, answers, examples, rationales, descriptions, comparisons, etc.—what percentage is contributed by the teacher? By students as a group? By certain individuals?
-

OBSERVATION GUIDELINES FOR STUDENT TEACHER

- 5 What kinds of questions does the teacher ask? Are they understood by the students? Is it clear whether the student is expected to answer with facts or with personal opinion? Are questions asked which build concepts and develop thinking skills rather than those which emphasize recall of minor details or facts in isolation?
- 6 Did the teacher use all of the instruction time available? Were students attentive and productive until the very end of the period?
- 7 What techniques did the teacher use to help resolve specific problems?

Student Characteristics:

- 1 What are the ability and achievement levels of students in the class?
- 2 How has the teacher adapted instruction and assignments to meet individual student needs?
- 3 Does the teacher follow the organization or sequence of the texts or workbooks? Are units planned which reorder concepts for individuals or small groups? Does the teacher prepare/use supplemental materials which reflect the many levels of student performance?
- 4 Is there a variety of teaching methods, strategies and daily activities to help compensate for the range of student abilities and interests?
- 5 Are special accommodations in time, length and difficulty levels of homework, library, or in-class assignments differentiated for individuals or groups on the basis of need?

Management and Discipline:

- 1 How does the teacher manage the group?
 - 2 How does the teacher manage individuals?
 - 3 What are the rules of the classroom? Are they posted or unposted?
 - 4 How does the teacher convey information about rules to students?
-

LESSON PLANS AND PROCEDURES

What is the weekly plan?

The weekly plan, sometimes called the block plan, should contain as a minimum, the specific (1) topic/objectives, (2) activities, (3) materials, and (4) assignments for each teaching period, Monday thru Friday. Keep this plan up-to-date.

How do I write daily lesson plans?

If problems occur in student teaching, most can be traced to careless or inadequate planning. To avoid unnecessary problems, the student teacher is advised to plan thoroughly for each lesson. Lesson planning should help the student teacher organize his/her thoughts and also enable the Cooperating Teacher to know the materials, strategies, and activities that the student teacher intends to use. The University Supervisor and Cooperating Teacher advise the student teacher on appropriate/required formats for lesson plans. Most lesson plans include, as a minimum, the following information:

- a. Objectives: (What should the pupils be able to do as a result of the lesson (stated in behavioral terms).
- b. Materials to be Used: (list)
- c. Procedures:
 - Introduction to the lesson/key questions
 - Body of the lesson/key questions
 - Conclusion of the lesson/key questions
 - Follow-up activities (as appropriate)
- d. Evaluation: Plans for determining if objectives have been achieved.

Lesson plans should be kept in an orderly notebook, readily available in a designated place for the University Supervisor and the Cooperating Teacher.

You should file your lesson plans in some large systematic way for future reference, such as a large 3-hole notebook. In this you can also include records of your observations of your Cooperating Teacher, seating charts, grades, and records for your students, notes from your Cooperating Teacher and University Supervisor, records of your class visits, conferences and evaluations, useful teaching or bulletin board ideas, schedules and memos and other items. Be sure to organize the notebook into sections so you can make quick and easy use of it.

What procedure will the Cooperating Teacher follow when my plans are poorly done or not ready in advance?

All plans must be acceptable before you will be able to teach. In many instances you may only have to make minor modifications on the original (or none at all) after lessons are reviewed by the Cooperating Teacher.

LESSON PLANS AND PROCEDURES

At other times, you will need to edit or rewrite the entire lesson, following suggestions made by the Cooperating Teacher or University Supervisor.

You will not be allowed to teach if your plans are not ready. Not having your lessons ready places a severe burden on your Cooperating Teacher because alternative lessons, often hastily prepared, will have to be implemented; this is extremely unfair to the students. Such failure to produce on your part will be considered a gross form of unprofessional conduct and may result in your removal from student teaching.

When and how will I be allowed to shorten my lesson plans?

You will be allowed to use brief plans only after you have shown your ability to teach successfully. This will be determined by your University Supervisor and/or your Cooperating Teacher.

You may simply abbreviate details in the standard "Daily Lesson Plan" form, or use 8 1/2" x 11" which will fit in your notebook.

More extensive lesson plan samples are included in the seminar packet of information.

SAMPLE TRADITIONAL LESSON PLAN FORMAT

Lesson Preparation and Analysis Form		
Name: Ms. Ann Tillies	Student(s) or Group: Cary, Carlos, Bill, Su-Lee, & Tyrone	Date:

- Behavioral objectives of activity: When given a passage to read, students will be able to underline two important words or phrases for each paragraph with 90% accuracy. When given a passage to read, students will be able to see-write answers to 7 out of 8 comprehension questions for three consecutive passages.
- Description of Activity:
 - Demonstration: Explain purpose of underlining strategy (i.e., to help student identify and recall important information). Tell students that the teacher is going to show them how to use the underlining strategy. Model the strategy by reading the first paragraph of the passage aloud. Verbalize the steps to the strategy:
 - "I need to underline two important words or phrases."
 - "Important word or phrases tell me about the main idea or details."
 - "Underline."
 - "Ask myself, 'Why is this important?'"
 - "Go on to the next paragraph."
 - Guided Practice: Have students read the second paragraph. Lead the students through verbalizing the steps above. Repeat guided practice with paragraphs 3 and 4. Lead students in summarizing the content of each paragraph using the underlined key phrases. After finishing the passage, lead students in using underlined phrases to read-write answers to comprehension questions.
 - Independent Practice: None
- Measurement: Note each student's use of self-instruction statements. Note each student's underlining of two words or phrases per paragraph. Tally number of comprehension questions answered correctly.
- Materials: Story "Animals with Pouches." Highlight pens.
- Adaptations: Engage students in choral practice on self-verbalizations.
- Problems that might be encountered: Students may not be able to discriminate important from unimportant words or phrases. If so, ask students to justify the importance of the words and phrases they underlined. Provide feedback on selections and justifications.

SAMPLE TRADITIONAL LESSON PLAN FORMAT

7. Problems that actually arose: Students had difficulty with identifying important words and phrases. Feedback was provided, and student selections were shaped into more appropriate responses.
 8. Behavioral techniques used during activity: Strategy modeling and specific academic praise for accurate self-verbalizations and underlining.
 9. What you learned from this activity: Students respond well to modeling strategy steps. The model and lead steps provide sufficient support to students so that they can make accurate responses and enjoy their success.
-

SAMPLE TRADITIONAL LESSON PLAN FORMAT

1. Anticipatory Set
 - a. Focus students
 - b. State objective
 - c. Establish purpose

2. Instruction
 - a. Provide information
 - explain concept
 - state definitions*
 - identify critical attributes*
 - provide examples*
 - model
 - b. Check for understanding
 - pose key questions
 - ask students to explain concept, definitions, attributes in their own words*
 - have students discriminate between examples and nonexamples*
 - encourage students to generate their own examples*
 - use active participation devices

3. Guided Practice
 - a. Initiate practice activities which are under direct supervision
 - b. Elicit overt response that demonstrates behavior in objective
 - c. Provide close monitoring
 - d. Continue to check for understanding
 - e. Provide specific knowledge of results

4. Closure
 - a. Make assessment to determine if students have met objective
 - b. Have each student perform behavior on his/her own

5. Independent Practice
 - a. Have students continue to practice on their own
 - b. Provide knowledge of results

* These items are particularly critical when teaching an abstract concept (e.g., democracy). They may not be relevant/appropriate when teaching a practice-oriented concept (e.g., capital letters).

LESSON PLAN CHECKLIST

Name _____

Grade _____

Subject Area _____

Students _____

- _____ 1. General Information: your name, grade, and topic or skill for the lesson.

- _____ 2. Objective/Purpose: a) _____ Behavioral Objective, written in behavioral terms, including what you want the students to do as a result of your teaching, the conditions necessary, and how you will evaluate their learning; b) _____ Purpose, how you will tell the students about the purpose of the lesson.

- _____ 3. Anticipatory Set, an activity that actively gets the students ready for the lesson. What you are going to have the students do so you know they are ready for your teaching and their learning.

- _____ 4. Lesson Development: a) _____ Input, what will you say?; b) _____ Model, how will you model what you want the students to do or learn?; c) _____ Checking for understanding, how will you actively check the students' understanding of your teaching?

- _____ 5. Practice: a) _____ Guided Practice, how do you plan to actively involve the students in practicing the skills you have introduced and modeled in your lesson?; b) _____ Independent Practice, how do you plan to provide opportunities for independently practicing the skills you have introduced?

- _____ 6. The End: how you will plan to summarize or end the lesson.

- _____ 7. Materials: references or copies of materials.

- _____ 8. The Cheese Stands Alone! Can another teacher use this lesson plan to teach this lesson?

Comments: _____

STRONG RECOMMENDATIONS

Public School Attendance and Emergency Absences

During student teaching/internship, student teachers/interns are expected to arrive prior to class time and, when possible, remain after class for conferences with the cooperating teacher and/or University supervisor. Student teachers/interns should always let the main office know when they are in the building. (Some schools have a sign-in procedure.) Illness and emergencies are the only acceptable excuses for absence. In the event of absence, it is the responsibility of the student teacher/intern to inform the school (the cooperating teacher or school office, as directed) in sufficient time for instruction to be continued effectively. If unannounced absences occur, the cooperating teacher should notify the University supervisor immediately. Contact hours lost because of absence must be made up (beyond the four sick days).

Outside Work Commitments

No formal policy governs student teachers' commitments outside the preparation program. However, a student teacher's future employment depends, in large part, on success during the preparation program, especially in student teaching/internship. Experience has shown that student teachers should plan ahead to make the student teaching/internship semesters as free from other obligations as possible. Heavy time requirements for employment and extra classes (e.g., classes toward the Master's degree) should be avoided, if at all possible.

Dress Code

The University does not have a dress code, but many public schools do. Whether the code is written or unwritten, student teachers are expected to conform to the standards of dress expected of regularly employed teachers at that school.

STUDENT TEACHING/INTERNSHIP & FIELD EXPERIENCES DURING AN EMERGENCY

From the office of the general Counsel for California State Universities

- “It shall be the policy of this University that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the University and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency.”
 - We interpret this to include sanctioned and unsanctioned job action.
 - “Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the University cannot accept any sort of liability. Should a University staff member or student decide to enter such a situations, such entrance is entirely at the individual’s personal initiative and risk.”
 - Interpretation: Any student who crosses a picket line does so at his/her own risk; Sac State will not accept any liability.
 - “Consequently, student emergency situations shall be completed disregarded by University instructors in their assignment of grades or the making of evaluations.”
 - Interpretation: Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.
-

STUDENT TEACHING/INTERNSHIP & FIELD EXPERIENCES DURING AN EMERGENCY

From the office of the general Counsel for California State Universities

- “During the course of such an emergency, it shall be incumbent upon the University instructor to provide appropriate alternative instructional experiences for students whose University assignments require involvement in agency operation.”
 - Interpretation: If the strike lasts more than two weeks, Sac State will provide alternative instructional experiences.
 - **If a strike occurs, the student is required to notify the school office of his/her intended absence and then should contact the Special Education Department for instructions.**
-

SECTION 3

STUDENT TEACHER PORTFOLIO DEVELOPMENT

PORTFOLIO DEVELOPMENT: AN INTRODUCTION

One characteristic of exemplary teachers is that they learn from each experience and every person they meet. They seek ongoing professional training to refine their practice. They remain current about educational research. They read professional journals and books, attend workshops, and interact with colleagues in order to benefit from the experience of others. They ask endless questions of other people and really listen to answers. They try out new ideas, reflect on the results, and then discard or adapt their ideas. Often they keep reflective journals. When they travel, they look for opportunities to learn all they can about the other places. They volunteer in the community, getting to know its people, values, and agencies. When they join groups they tend to be the ones who go to the meetings and do the committee work.

Although teachers know that all these forms of experience have contributed to their becoming effective professionals, most would find it difficult to demonstrate to others exactly how these various experiences have fit in their pattern of professional growth. As you embark on your professional journey you will probably find that you, too, have many valuable skills and experiences that are difficult to convey in a single test score or course grade. Because these skills and experiences are part of your growing competencies, it is important that you be able to convey them to others as well as to yourself.

A professional portfolio can help. It can be a tool that enables you to make sense out of a myriad of experiences. It can also bring into focus a clear picture of yourself as a growing, changing professional. Equally as significant, it can be a convincing, effective vehicle for you to demonstrate to others in a meaningful way the skills and knowledge you gained in something as complex as teaching.

What is a Portfolio?

A portfolio is not merely a file of course projects and assignments, nor is it a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional. What's more, documents in the portfolio are self-selected, reflecting your individuality and autonomy.

Who is Required to Develop a Portfolio?

Each credential student is required to build a professional portfolio. Typically, the portfolio development begins during the Phase I field experience and/or field experience equivalency. There is no reason you couldn't begin collecting artifacts prior to your first formal student teaching/field experience, however. We realize that your professional portfolio is a work in progress and will grow as you move through the credential program, including the transition from being a pre-service teacher to an in-service teacher.

PORTFOLIO DEVELOPMENT: AN INTRODUCTION

How Should I Organize My Portfolio?

There is no one uniform way to organize your portfolio, but to be effective it must have a system of organization that is understandable and meaningful to your and other educators. It is for this reason that we suggest you organize your portfolio around the California Standards for the Teaching Profession (CSTP) and Core Standards for all Specialist and Service Credentials. Your portfolio will contain several sections, with the largest sections corresponding to the CSTP and Standards of Quality and Effectiveness for Education Specialist Credential Programs.

So, go ahead and begin collecting. You can begin identifying examples of class assignments and other artifacts that will be placed in one of the standards sections. Remember that you can use an artifact in more than one section because several types of artifacts may document more than one standard. As you file each of your artifacts under a standard, you may want to include a brief statement about why you have filed the document under that particular standard.

Who Will Look at My Portfolio?

While a student, your university supervisor, seminar instructor, and faculty advisor(s) will review your portfolio. Moreover, your portfolio will be an excellent way for you to introduce yourself to your cooperating/master teacher and administrators during your student teaching field experiences. Cooperating teachers often are in a position to help guide you in the selection of your artifacts.

During job interviews your portfolio is likely to be reviewed by superintendents, principals, teachers, parents, and in some cases, school board members. In addition, your portfolio will help provide the Level II coordinator with evidence of your effectiveness in teaching.

SECTION 4

THE COOPERATING TEACHER: ROLES AND RESPONSIBILITIES

THE COOPERATING TEACHER

Selection

The procedure for selecting cooperating teachers involves school district administrators, school and/or vice principals, cooperating teachers themselves, and the University faculty. While the criteria for selecting cooperating teachers may vary from school to school and district to district, assignments are based in general on the following criteria:

- ❶ A willingness to meet regularly with the student teacher to plan lessons and to provide feedback on the observed lessons;
 - ❷ A commitment to modeling for the student teacher exemplary instructional methods and an effective system of classroom management;
 - ❸ A sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in University courses and/or by the University supervisor);
 - ❹ Skill in communicating about expectations, rationale for decisions, and evaluations of teaching;
 - ❺ A desire to grow professionally through the exchange of ideas with the student teacher and through opportunities offered by Sac State.
-

YOUR COLLEGIAL RELATIONSHIP WITH THE STUDENT TEACHER

As a cooperating teacher, you are a role model, coach, observer, problem solver, teacher, and at times, a friend. As refreshing and fulfilling as it can be to have a student teacher to work with, it also takes time and energy. Having a student teacher means spending time with that person—whenever you can snatch some—to plan, reflect, and share observations, and to offer guidance on a regular basis.

For the student teacher, entering your classroom is an adjustment, too. Not only does the student teacher have to adjust to the group of children and your style as a teacher, but most likely he is a newcomer in a community where personal relationships are already in place.

To complicate matters, there is an inherent inequality in the relationship between student teachers and cooperating teachers. Your ability to recognize that inequality, accept the responsibility that inequality brings, and strive as much as possible for a collaborative and respectful relationship, will be key to a successful relationship.

The student teacher, too, needs to recognize the inequality and accept your leadership to make decisions regarding the classroom, the students, and ground rules for both. As a “guest” in your classroom, the student teacher needs to understand his/her professional obligation to support your leadership and values.

YOUR COLLEGIAL RELATIONSHIP WITH THE STUDENT TEACHER

<p>Cooperating Teacher BENEFITS</p> <p>Practical Help</p> <ul style="list-style-type: none"> • Having another perspective on students and situations • Having additional interests or strengths represented • Having another educator to work with students <p>Professional Boost</p> <ul style="list-style-type: none"> • Forcing a clarification of goals and assessment • Having an ongoing source of fresh ideas, new thinking in the field • Making possible the rewards of mentorship 	<p>Student Teacher BENEFITS</p> <p>Practical Help</p> <ul style="list-style-type: none"> • Having a laboratory for learning pedagogy • Having a laboratory for learning classroom management • Having someone to share the responsibility <p>Professional Boost</p> <ul style="list-style-type: none"> • Having an accomplished mentor • Having a supportive mentor • Having a colleague in learning
<p>Cooperating Teacher CHALLENGES</p> <p>Professional Challenges</p> <ul style="list-style-type: none"> • Needing to compensate if students are learning less • Deciding what to do if practices conflict • Needing to intervene if students are feeling unsafe <p>Personal Challenges</p> <ul style="list-style-type: none"> • Feeling judged • Having relationships with students changed • Giving honest, constructive feedback 	<p>Student Teacher CHALLENGES</p> <p>Professional Challenges</p> <ul style="list-style-type: none"> • Being a guest in someone else's classroom • Deciding what to do if practices conflict • Having authority undermined <p>Professional Boost</p> <ul style="list-style-type: none"> • Feeling ideas are being dismissed • Dealing with rivalries • Asking for and getting honest, useful feedback

Adapted from Source: *The Master Teacher*, Developmental Studies Center, Berkeley, California

Student Teacher Challenges

Professional Challenges

- Being a guest in someone else's classroom
- Deciding what to do if practices conflict
- Having authority undermined

Professional Boost

- Feeling ideas are being dismissed
- Dealing with rivalries
- Asking for and getting honest, useful feedback

INFORMATION FOR COOPERATING TEACHERS

As a Cooperating Master Teacher you are one of the student teacher's most important resources during the field experience. You are that student's professional coach and mentor. As such, you will need to provide regular feedback, constructive and positive feedback and positive suggestions so that your student teacher may improve and grow into the professional we all want him/her to be. Your active involvement is critical to a successful field experience.

Cooperating Teacher Responsibilities

- ❶ Please read this Handbook to familiarize yourself with our program.
 - ❷ Become familiar with the program's scope and sequence of courses. If you need more information on this, your supervisor, and/or program coordinator will be happy to provide you with a detailed outline.
 - ❸ Provide a supportive environment by preparing the class for the student teacher's arrival, and introduce the student teacher to other faculty and team members.
 - ❹ Share ideas with the student teacher about goals, unit and lesson planning, sheltering instruction, classroom management, effective discipline programs.
 - ❺ Share resource and reference materials that have been effective for your class.
 - ❻ Allow the student teacher to apply; what he/she is learning in University coursework; allow the use of different teaching strategies
 - ❼ Assist the student in both long-term and short-term planning of lessons and units.
 - ❽ Assist the student teacher in planning a schedule for gradual assumption of teaching responsibilities (during Phase II–III).
 - ❾ Observe as many lessons as possible with written or verbal feedback. If possible, use of a video camera can allow the student teacher to self-evaluate their performances.
 - ❿ Confer regularly with the student teacher. Give the student teacher opportunities to ask questions, observe you teach, model instructions and to review the grade level curriculum continuums and state Frameworks.
 - ⓫ Provide opportunities for the student teacher to observe in a colleague's classroom which may broaden the student's experience.
 - ⓬ Allow the student teacher to complete the required amount of student teaching as outlined in this handbook.
 - ⓭ Maintain ongoing communication with the University Supervisor and assist in solving field-related challenges, or individual needs.
 - ⓮ Complete required forms provided by the supervisor for the middle and end of the semester.
-

INFORMATION FOR COOPERATING TEACHERS

- 15 Communicate with the supervisor to arrange a final exit interview with the student teacher and the supervisors so that the Competency Evaluation Form can be finalized and signed off by all participants.
- 16 If you have concerns about the progress of your student teacher, you may request an additional observation from another university supervisor. Speak as soon as possible to your assigned university supervisor about this possibility.

Cooperating Teacher Absences

In the event that a cooperating teacher is absent from school, and the student teacher can serve as a substitute, they are officially employed as a substitute by the district.

Extracurricular Responsibilities

Student teachers are encouraged to accompany teachers on extracurricular responsibilities but they cannot replace the teacher in these duties.

INFORMATION FOR COOPERATING TEACHERS

Effective Cooperating/Master teachers:

- ① Provide the student teacher with information easing adjustment to the school and classroom. **(orienting)**
 - ② Help the student teacher locate resource materials, equipment, key people. **(supportive)**
 - ③ Provide opportunities for the student teacher to study students and how they learn. **(inducting)**
 - ④ Structure responsibilities which gradually induct the student teacher into full time teaching. **(inducting)**
 - ⑤ Help the student teacher develop skills in planning and evaluating learning experiences. **(guiding)**
 - ⑥ Work with the student teacher in developing lesson delivery skills. **(guiding)**
 - ⑦ Work with the student teacher in developing classroom management skills **(guiding)**
 - ⑧ Observe the student teacher and provide specific, constructive feedback. **(reflective)**
 - ⑨ Critique the student teacher's work in a sensitive yet straightforward way. **(reflective)**
 - ⑩ Accept the student teacher as a co-worker of equal status and ensure the student teacher is similarly treated by the students. **(cooperative)**
 - ⑪ Conference regularly and frequently with the student teacher. **(cooperative)**
 - ⑫ Encourage the student teacher to explore and take risks. **(supportive)**
 - ⑬ Demonstrate sensitivity to the emotional needs of the student teacher during the stressful period of student teaching. **(supportive)**
 - ⑭ Familiarize student teacher to district and school programs (e.g., RSP, GATE, Special Ed., Chapter 1, Reading Recovery, etc.). **(orienting)**
 - ⑮ Provide curriculum frameworks and guidelines. **(orienting)**
 - ⑯ Informs student teacher of district and school testing programs and their place in the curriculum. **(orienting)**
 - ⑰ Build and maintain trust. **(supportive)**
 - ⑱ Help parents understand the valuable role the student teacher plays in the classroom, and the classroom plays in the development of the student teacher as a professional. **(supportive)**
-

INFORMATION FOR COOPERATING TEACHERS

Ineffective Cooperating/Master teachers:

- ❶ Assume too much knowledge on the part of the student teacher regarding the school and the unique classroom.
 - ❷ Expect the student teacher to discover school and district support services for themselves.
 - ❸ Assume student teachers have their explicit and intuitive knowledge of children and how they learn.
 - ❹ Are unable to give up enough teaching time for the student teacher to have sufficient teaching experiences.
 - ❺ Cannot be patient with the student teacher's occasional fumbblings, experiments, and learning needs.
 - ❻ Are unable to articulate their teaching clearly and concisely for the student teacher. They do not talk about their practice so that the student teacher can see the thinking and planning behind it.
 - ❼ Are unable to give thoughtful, helpful, sensitive feedback to student teachers.
 - ❽ Do not conference frequently and regularly with student teachers.
-

THE EVALUATION OF STUDENT TEACHING/INTERNSHIP

The evaluation of student teaching/internship is a continuous process which facilitates the mastery of competencies in teaching and assists the student teacher/intern in developing techniques of self-evaluation.

During the semester, frequent observations by the cooperating teacher should serve constructive and informational ends. In the post-observation conference, the student teacher and cooperating teacher (intern and University supervisor) will want to explore both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement are used in planning future lessons. Experience suggests that it is better to focus on two or three points per lesson.

The University supervisor will leave written observation notes and suggestions with the student teacher/intern if s/he cannot meet with the student teacher/intern immediately following the observation. Because of schedule conflicts, it is sometimes necessary for the student teacher/intern and the University supervisor to delay their conference a half-day or more after the observation.

Student teachers/interns who are having difficulty need to be informed of the areas of weakness and given specific suggestions for improvement. If it becomes apparent that the student teacher/intern is not making satisfactory progress, additional observations and conferences need to be held. Copies of all these written observations and evaluations should be provided to the student teacher/intern with a duplicate given to the program coordinator.

The cooperating teacher and University supervisor require two formal evaluations during each semester of student teaching/internship. Two formal evaluations are required by the cooperating teacher and University supervisor during each semester of student teaching/internship. Usually midterm and final conferences will be scheduled by the University supervisor to discuss these evaluations with the student teacher/intern. The midterm conference should serve as a benchmark for planning the remainder of the semester. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the student teacher/intern for that phase. The University supervisor, after consultation with the student teacher/intern and cooperating teacher, then assigns a grade of Credit (CR) or No Credit (NC).

WHEN THE STUDENT TEACHER OBSERVES

Consider using the following suggestions when your student teacher observes your teaching:

Observations:

- Choose situations carefully to maximize student teacher learning.
- Share your goals with the student teacher in advance (if possible).
- Encourage the student teacher to revisit your specific goals to see how they played out, or take a moment to share your goals with her as you debrief.
- Focus your student teacher's observations on specific aspects of the teaching day—e.g., the morning meeting and transition to the first curriculum activity, the reading and discussion of a story, etc.
- Focus your student teacher's observations on a few children and have him/her "track" these students' experience with the lesson.

Debriefing Together

- Invite the student teacher to tell you what he/she saw and ask you questions about why you did what you did.
 - If things did not go well (it happens to the best of us), this might be an opportunity to ask the student teacher for any suggestions for the future.
 - If the student teacher misses things that you did that you think are important, point these out to him/her.
 - Perhaps the student teacher would have done something quite different from what you did—what might he/she have tried, and why?
 - Take notes, you'll forget!
 - Help your student teacher make arrangements to observe other classrooms in the school to gain exposure to a variety of teaching styles and approaches.
-

WHEN YOU OBSERVE THE STUDENT TEACHER

Observations

- Choose situations carefully to maximize student teacher learning.
- Focus your observations on specific aspects of the teaching day or specific aspects of her practice—e.g., how he/she gives directions, how he/she gets children to shift from one activity to the next, how he/she facilitates discussion, and so on.
- Ask the student teacher in advance about his/her broad goals or specific goals, or ask if there's anything particular he or she would like you to look for.
- Where possible, map your observations onto his/her goals for the day or activity.

Debriefing Together

- Ask the student teacher about his/her goals and how he's/she's feeling about the way things went—e.g., How are you feeling about the lesson or activity? What went well? What was challenging?
 - Tell the student teacher what you saw and ask questions about why he/she chose to do things one way or another.
 - Ask the student teacher what he/she thinks he/she could have done or might do differently next time.
 - Share your own suggestions for next time with the student teacher: Next time, you might want to try (alternative).
-

A FEW THOUGHTS FOR COOPERATING/MASTER TEACHERS

- If you are experiencing any sort of difficulty with your student teacher do not hesitate to share this with the university supervisor. The supervisor is there to serve as liaison between you and the University and you and the student teacher. It is critical that if any problems arise, they may be dealt with in a collaborative and timely fashion (see Section 6: Resolution of Problems).
 - When assisting your student teacher in assuming classroom and teaching responsibilities it may be helpful to allow them take over one subject at a time, adding a new subject each week.
 - You are working with a student teacher who is expected to take full-time responsibility for a minimum of two weeks. It is highly recommended that this experience occur prior to the final week of student teaching.
 - The evaluation forms included in this handbook are most crucial to the student teachers as these forms go into their placement files. The University appreciates your timely completion of these forms.
 - Please assist your student teacher in arranging to observe an SST and an IEP meeting. This is field experience requirement in Phase III student teaching.
 - Please introduce your student teacher to your building bilingual and Title I support personnel as well as any related services personnel.
 - If your student teacher is having difficulties and you wish additional input, discuss the possibility of an additional observation by the university supervisor and/or another university supervisor.
-

SECTION 5

THE UNIVERSITY SUPERVISOR: ROLES AND RESPONSIBILITIES

General Information for University Supervisors

The three keys to being a successful university supervisor are *communication, communication, communication*. It is necessary to guide and counsel the student teacher by offering suggestion and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the cooperating/master teacher ensuring the establishment of the best possible classroom/university working relationship.

Progression of Work in Field Experiences

In all field experience courses, students advance from observation and participation to full time student teaching by consent of the university supervisor. If at any time, students have questions about their progress or performance, they are required to express these to their cooperating/master teacher and university supervisor. In the event the student teacher would like more input or advice, be sure to provide this assistance and document the meeting and the suggestions that you have provided. You are their guide. If there is a need, consider an interim three-way conference with the student teacher and cooperating/master teacher, document this meeting. It is best to keep a record of these conferences, and all lists of suggestions for improvement you provide to a student teacher.

Supervisor Responsibilities

- ❶ Familiarize yourself with the Sac State Specialist Credential Preparation program. Please read this Handbook to familiarize yourself with our program.
 - ❷ Please read this handbook to familiarize yourself with our program.
 - ❸ Check with your assigned students and be sure they are registered for student teaching.
 - ❹ Become familiar with the credential we are offering; Concurrent Multiple Subject and Preliminary Level I Mild/Moderate and Moderate/Severe Education Specialist credential.
 - ❺ Act as liaison between student teachers, cooperating teachers, school administrators and the university. This is very important to a successful placement.
 - ❻ As soon as possible after your have received your assignments, contact the administrators, cooperating teachers and student teachers to arrange for all around introductions and a brief orientation to Sac State's specialist credential preparation program. Deliver this Handbook to all participants if the student teacher has not already done so.
 - ❼ Communicate with the Field Experience Program Coordinator to assure that all placements are appropriate.
-

GENERAL INFORMATION FOR UNIVERSITY SUPERVISORS

- 8 Work with the Field Experience Program Coordinator to adjust assignments, when necessary, to ensure that your students have the best possible learning situations. All changes must be done in collaboration with Field Experience Program Coordinator.
 - 9 Once the student teachers have begun the observation/participation experience, informally visit the school site to assure that everyone is satisfied with the placements.
 - 10 Formally observe the student teachers for the minimum number of required observations (usually 6–8 observations). It may be necessary and beneficial to perform more observations than the minimum required.
 - 11 Keep observation hours recorded on Visitation Form. This form and your observation/participation forms will be turned in to the Field Placement Office by end of the semester.
 - 12 Maintain ongoing communication with the principal and cooperating teacher and assist in solving field-related problems. Communication is the key.
 - 13 Facilitate student teachers assumption of classroom responsibilities. (See suggested timeline and the suggested Observation/Participation Activities under Cooperating Teacher Responsibilities).
 - 14 Encourage students to discuss successes and/or concerns in their seminars provided by their seminar instructor. If further topics need to be explored, provide small group sessions at your site.
 - 15 Read, review and respond to student teacher portfolios on a regular basis.
 - 16 Review evaluation forms to the cooperating teachers several weeks before they are due (if necessary). Discuss the forms with him/her and designate a date when you will collect them. Provide copies of completed forms for both the student and cooperating teacher. Copies of the competency checklist forms are available from the special education department office at Sac State. Early in the semester the supervisor should distribute and interpret these evaluation forms to the student teacher/intern and the cooperating teacher.
 - 17 Arrange for the final exit interview at the conclusion of student teaching with student teacher and cooperating teacher. Communicate with the cooperating teacher before the meeting so that a draft of the final summary can be prepared for potentially obtaining all participants's signatures at that time.
 - 18 Be sure to turn in mileage forms to the special education department office (room Eureka 318) each month. The department office will provide you with the mileage form and due dates.
-

KEY POINTS

- Professionalism should always be encouraged. Students need to know that they are in a very sensitive position and that confidentiality is vital.
 - Your student teacher should provide you with the bell and subject schedule for their class. This information will be useful in arranging post-conference meetings.
 - Obtain a district calendar and school map.
 - Arrange observations when your students are teaching a lesson, either whole or small group. Be certain to observe teaching of varied subjects and encourage a variety of teaching strategies.
 - Be aware that your students will have emotional as well as professional needs. It will be necessary to strengthen morale as they learn to cope with the realities of teaching.
 - Students who are having difficulty may need more than the minimum number of observations. It may be necessary to issue an early warning. This procedure may be found in section 5 of the handbook.
 - Each of your student files should contain this information: name, phone number, cohort number, address, cooperating teacher's name, school site and room number.
 - Ask your student teacher to discuss the schedule with the Cooperating Teacher to be sure that the date and time are convenient and appropriate (This schedule can be circulated during a seminar a group meeting). Follow-up observations are usually best planned during an observation post-conference.
 - You may designate your portfolio, box, or basket in the teacher's room to serve as a location to exchange information.
-

SECTION 6

GENERAL GUIDELINES AND EVALUATION OF THE STUDENT TEACHING/INTERNSHIP EXPERIENCE

THE EVALUATION OF STUDENT TEACHING/INTERNSHIP

The evaluation of student teaching/internship is a continuous process which facilitates the mastery of competencies in teaching and assists the student teacher/intern in developing techniques of self-evaluation.

During the semester, frequent observations by the cooperating teacher should serve constructive and informational ends. In the post-observation conference, the student teacher and cooperating teacher (intern and University supervisor) will want to explore both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement are used in planning future lessons. Experience suggests that it is better to focus on two or three points per lesson.

The University supervisor will leave written observation notes and suggestions with the student teacher/intern if s/he cannot meet with the student teacher/intern immediately following the observation. Because of schedule conflicts, it is sometimes necessary for the student teacher/intern and the University supervisor to delay their conference a half-day or more after the observation.

Student teachers/interns who are having difficulty need to be informed of the areas of weakness and given specific suggestions for improvement. If it becomes apparent that the student teacher/intern is not making satisfactory progress, additional observations and conferences need to be held. Copies of all these written observations and evaluations should be provided to the student teacher/intern with a duplicate given to the program coordinator.

Two formal evaluations are required by the cooperating teacher and University supervisor during each semester of student teaching/internship. Usually midterm and final conferences will be scheduled by the University supervisor to discuss these evaluations with the student teacher/intern. The midterm conference should serve as a benchmark for planning the remainder of the semester. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the student teacher/intern for that phase. The University supervisor, after consultation with the student teacher/intern and cooperating teacher, then assigns a grade of Credit (CR) or No Credit (NC).

STUDENT TEACHING EXPERIENCE PHASE I: EDTE 420A, EDS 471, EDS 411

Observation

As the Phase I student teacher begins the experience she/he should have one or two days to become acquainted with the school and the students within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the schedule day.

Week One

- Introduction of student teacher to students.
- Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.
- The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student is observing, she/he will be responsible for taking notes on the operation of the class.

Weeks Two and Three

- Perform general classroom duties and provide instructional assistance as requested by the cooperating teacher.
- **Initial Interactions:** The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will be made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.
- Using plans of cooperating teacher and working directly under the teacher's supervision, begin assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.
- A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher.

Week Four and Five

- Continue as Weeks Two and Three, assisting the cooperating teacher during instruction and throughout the school day.
-

STUDENT TEACHING EXPERIENCE PHASE I: EDTE 420A, EDS 471, EDS 411

- **Beginning Planning and Implementation by the Student Teacher:** Now the student teacher can repeat some of the same activities of last week, but also use some of his/her own lesson plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of the proposed plans and activities.

Weeks Eight and Nine

- During these weeks the student teacher should continue as noted during Weeks Four–Eight, with the student teacher gradually assuming responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the morning instruction.
- Some student teachers will be ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies.

Weeks Ten through Twelve

- These weeks represent a gradual extension and expansion of supporting the teaching and learning environment.
- By the end of this period, the student teacher should be responsible for about 70% of the morning (approximately three hours).

Weeks Thirteen and Fourteen

- These weeks represent a time for the student teacher to engage in large (whole group) instruction. This will allow the Phase I student teacher to practice both their instructional delivery and classroom management skills. The student teacher can “take over” for 50–70% of morning activities, if appropriate.

Final Week

- During the final week, the student teacher should continue to support the learning environment as the cooperating teacher transitions back to the role of the primary instructor. This is also a time for the student teacher to observe and visit other exemplary teachers on the school campus.
-

STUDENT TEACHING/INTERNSHIP EXPERIENCE PHASE II AND III: EDTE 420B, EDS 472, EDS 473, EDS 412, EDS 421

Observation

As the Phase II or III student teacher begins the experience she/he should have one or two days to become acquainted with the schools within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the scheduled day.

Week One

- Introduction of student teacher to students.
- Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.
- The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student is observing, she/he will be responsible for taking notes on the operation of the class.

Weeks Two and Three

- Perform general classroom duties and provide instructional assistance as requested by the cooperating teacher.
- Initial Interactions: The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will be made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.
- Using plans of cooperating teacher and working directly under the teacher's supervision, begin assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.
- A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher. In addition, the student teacher will develop a general unit of motivational strategies that could be used to increase student performance levels.

Weeks Four and Five

- Continue as Weeks Two and Three, adding a third subject area, assisting the cooperating teacher during instruction and throughout the school day.
 - Beginning Planning and Implementation by the Student Teacher: Now the student teacher will repeat some
-

STUDENT TEACHING/INTERNSHIP EXPERIENCE PHASE II AND III: EDTE 420B, EDS 472, EDS 473, EDS 412, EDS 421

of the same activities of last week, but using his/her own plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of the plans and activities. The student teacher should begin to assume primary responsibility for both planning and instruction.

Weeks Six and Seven

- Sharing instructional responsibility: The student teacher continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the judgement of the cooperating teacher.

Weeks Eight and Nine

- During these weeks the student teacher should continue as noted during Weeks Five and Six, with the student teacher gradually assuming more responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the instruction by the end of the last two weeks.
- Some student teachers will ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies.

Weeks Ten through Twelve

- These weeks represent a gradual extension and expansion of all training, but especially that of the previous four weeks. At this point the student teacher should assume responsibility for scheduling use of any other personnel in the program (under the direct guidance of the cooperating teacher) and also ensuring that students get to appointments at their assigned times, go to inclusion classes, etc.
- By the end of this period, the student teacher should be responsible for 80–90% of the instructional day.

Weeks Thirteen and Fourteen

To the degree possible, the student teacher should be the primary instructor and manager for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. In the final two weeks, the student teacher should experience management of the program without the cooperating teacher's presence.

Final Week

During the final week(s) of student teaching, the student teacher should transition back into the role of the team/support teacher. He/she can support the daily activities as directed by the cooperating teacher. This is also a time for the student teacher to observe other exemplary teachers on the school campus.

INTERNSHIP EXPERIENCE

Interns, by definition, are responsible for all teaching responsibilities in their program. They will, however, be expected to demonstrate competencies in a sequential manner, over the 15 weeks of the internship semester. The intern and supervisor will jointly determine the competencies that will be evaluated during each supervisor unit.

SECTION 7

RESOLUTION OF PROBLEMS WHICH MAY OCCUR DURING STUDENT TEACHING

THE EARLY WARNING PROCESS

Determination of Candidate Competence

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards contained in Category III: Candidate Competence and Performance. The College of Education has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Department Chair, Special Education Field Placement Coordinator, the university supervisor, cooperating teacher, and other appropriate administrative personnel at the school site.

Procedures for Handling Problems

- ① The student teacher or the Cooperating teacher notifies the university supervisor as soon as a concern arises.
- ② The university supervisor holds a two-way or three-way conference with the student teacher and/or cooperating teacher to discuss concerns and find solutions.
- ③ The university supervisor notifies the program coordinator of the problem.
- ④ If problems continue, the university supervisor schedules a formal three-way conference with the student teacher and cooperating teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution.
- ⑤ The university supervisor notifies in writing the student teacher, the cooperating teacher, the site principal, and the program coordinator of the problems and the plans for resolution.
- ⑥ If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor consults the program coordinator to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

It is crucial that all university supervisors follow this procedure and document so that we may assure quality and integrity in the program.

THE EARLY WARNING PROCESS

Extension of Field Placement Assignment

In circumstances where the student teacher is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the cooperating teacher, and the program coordinator. In case where disagreement exists, the program coordinator will make the final decision.

Removal of a Student from a Field Placement

When a student teacher is removed from a field placement, a number of options are available for action subsequent to the removal.

- ① The student teacher may be placed immediately in another field placement with specified stipulations and requirements.
- ② The student teacher may be placed in another field placement in the following semester with specified stipulations and requirements.

If the first or second option is chosen, the program coordinator is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the student's continuation in the program. The coordinator must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and specify agreements regarding re-placement and conditions/requirements for the student's continuation in the program. The coordinator maintains all records supporting the decision by the faculty to remove the student from the field placement.

- ③ The student may be denied another placement and counseled out of the program.

If the third option is chosen, the program coordinator is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to counsel him/her out of the program. After a successful meeting with the student, the coordinator must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the program. The coordinator maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

- ④ The student may be denied another placement and terminated from the program.

If the fourth option is chosen, the program coordinator is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The coordinator must notify the department chair in writing the causes for stu-

THE EARLY WARNING PROCESS

dent termination from the program. The department chair must notify all appropriate persons and offices that the student has been removed from the field experience and terminated from the program. The coordinator maintains all records supporting the decision by the faculty to remove the student from the field experience.

Notification List—Required

Student Teacher

Site Personnel, e.g., cooperating teacher, principal

University Supervisor

ESSC Coordinator

Department Chair

Immediate Termination of Field Placement

When the presence of the student teacher is detrimental to the classroom or when performance does not meet minimum standards after every effort has been made to resolve identified problems, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment.

SECTION 8

COMPETENCY CHECKLISTS AND OTHER FORMS

COMPETENCY CHECKLISTS AND OTHER FORMS

- Phase I: EDS 411, 471 or EDTE 420A
Moderate-Severe, Mild-Moderate, or Multiple Subject Student Teaching Experience
 - Phase II: EDTE 420B
General Education Student Teaching Experience
 - Phase II: EDS 421C (CLAD Addendum)
 - Phase III: EDS 472, 473, 412 & 421
Mild-Moderate Student Teaching or Internship Experience
Moderate-Severe Student Teaching or Internship Experience
 - University Supervisor Visitations/Observations Form
 - Blank Observation Record Form
-



**Department of Special Education, Rehabilitation,
School Psychology, and Deaf Studies**

Initial (Phase I) Evaluation: EDS 471 or EDTE 420A

- | | | |
|---|---|-----------------------------------|
| <input type="checkbox"/> Midterm Evaluation | <input type="checkbox"/> University Supervisor | <input type="checkbox"/> EDS 420A |
| <input type="checkbox"/> Final Evaluation | <input type="checkbox"/> Cooperating Teacher | <input type="checkbox"/> EDS 471 |
| | <input type="checkbox"/> Student Teacher | |
| | <input type="checkbox"/> Other (ie, Principal, V.P, etc.) | |

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching.

Performance Evaluation Criteria:

- 3: *Outstanding performance*
- 2: *Satisfactory performance*
- 1: *Performance needs improvement—skill observed infrequently or not demonstrated*
- NA: *Setting not conducive to skill demonstration*

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation I = Interview P = Portfolio

Professional and Interpersonal Skills

- ① Demonstrates professionalism in personal appearance and presentation.
 NA 1 2 3 O I P
- ② Works effectively as a team member at the school site.
 NA 1 2 3 O I P
- ③ Accepts responsibilities assigned by the cooperating teacher.
 NA 1 2 3 O I P
- ④ Demonstrates positive regard for diversity in students, families, and colleagues.
 NA 1 2 3 O I P
- ⑤ Effectively utilizes the services of the classroom instructional assistant-professional (if applicable).
 NA 1 2 3 O I P
- ⑥ Is able to assess his/her own performance.
 NA 1 2 3 O I P
- ⑦ Seeks, accepts, and utilizes constructive feedback for professional growth.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 1–7: _____

Communication and Collaborative Partnerships

- ⑧ Consistently uses clear, concise, coherent oral, written and nonverbal language.
 NA 1 2 3 O I P
- ⑨ Demonstrates appropriate professional and interpersonal communications with students, parents, and school personnel.
 NA 1 2 3 O I P
- ⑩ Demonstrates passive and active listening skills.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 8–10: _____

Planning and Managing the Teaching and Learning Environment

- ⑪ Acquires and maintains individual and/or small group attention.
 NA 1 2 3 O I P
- ⑫ Generates responses from students to check for understanding of presented material.
 NA 1 2 3 O I P
- ⑬ Utilizes supportive correction procedures for all incorrect student responses.
 NA 1 2 3 O I P
- ⑭ Circulates around the room to monitor student work and behavior.

NA 1 2 3 **O** **I** **P**

Comments to Clarify or Supplement Questions 11–14: _____

Managing Student Behavior

⑮ Establishes a positive rapport with students in a variety of ways.
 NA 1 2 3 **O** **I** **P**

⑯ Demonstrates a positive attitude towards students.
 NA 1 2 3 **O** **I** **P**

⑰ Communicates and interacts respectfully with all students and supports dignity.
 NA 1 2 3 **O** **I** **P**

⑱ Reinforces the system of management used in the classroom.
 NA 1 2 3 **O** **I** **P**

⑲ Reinforces respectful interaction among students.
 NA 1 2 3 **O** **I** **P**

⑳ Encourages students to develop self-management skills.
 NA 1 2 3 **O** **I** **P**

㉑ Effectively manages student behavior in the following situations:
 one-to-one
 NA 1 2 3 **O** **I** **P**
 small group
 NA 1 2 3 **O** **I** **P**

㉒ Engages in effective self-assessment of management strategies.
 NA 1 2 3 **O** **I** **P**

Comments to Clarify or Supplement Questions 15–22: _____

Instructional Content and Practice

㉓ Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s)
 NA 1 2 3 **O** **I** **P**

㉔ Effectively assists the classroom teacher with small group instruction.
 NA 1 2 3 **O** **I** **P**

㉕ Demonstrates instructional strategies, activities, and materials that appeal to and challenge the diverse interests and abilities of the students in the class.
 NA 1 2 3 **O** **I** **P**

㉖ Checks for mastery of presented material prior to moving on to new material.
 NA 1 2 3 **O** **I** **P**

Comments to Clarify or Supplement Questions 23–26: _____

Assessment, Diagnosis, and Evaluation

27) Applies formal and informal methods to assess students' achievements.
 NA 1 2 3 O I P

28) In collaboration with the cooperating teacher, demonstrates ongoing student assessment and, if necessary, makes changes in teaching, methods, materials, and/or instructional setting in order to meet stated objectives.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 27-28: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator, please check the appropriate recommendation:

- Recommend, based on overall outstanding performance, for advancement to next phase of student teaching.**
- Recommend, based on overall satisfactory performance, for advancement to next phase of student teaching.**
- Recommend extending or repeating Phase I student teaching.**
- Do not recommend extending or repeating Phase I student teaching.**

Evaluator Signature _____

Date _____

Student Teacher's Signature _____

Date _____

Copies: White—University Supervisor, Yellow—Student, Pink—Teacher

SACRAMENTO
STATE

Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies

Phase II Evaluation: EDTE 420B

- | | | |
|---|---|-----------------------------------|
| <input type="checkbox"/> Midterm Evaluation | <input type="checkbox"/> University Supervisor | <input type="checkbox"/> EDS 420B |
| <input type="checkbox"/> Final Evaluation | <input type="checkbox"/> Cooperating Teacher | |
| | <input type="checkbox"/> Student Teacher | |
| | <input type="checkbox"/> Other (ie, Principal, V.P, etc.) | |

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching.

Performance Evaluation Criteria:

- 3: *Outstanding performance*
- 2: *Satisfactory performance*
- 1: *Performance needs improvement—skill observed infrequently or not demonstrated*
- NA: *Setting not conducive to skill demonstration*

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation **I** = Interview **P** = Portfolio

CSUS 2042 Midterm and Final Teacher Candidate Evaluation Form (July 2005)

Midterm (Phase II) Final (II) University Evaluator
 Midterm (Phase III/IV) Final (III/IV) Public School Evaluator
 Date _____ Student Teacher/Intern

Candidate's Name: _____ School/District: _____
 Public School Evaluator: _____ Center/Grade: _____
 University Evaluator: _____ Semester/Year: _____
 Multiple Subject Single Subject Mild/Moderate or Moderate/Severe Intern

PREPARATION		TPEs 1, 4, 5, 6, 7, 8, & 9				
	4	3	2	1	0	Not Observed
1	Clearly defined <u>content objectives</u> aligned w/assessment objectives (e.g., standards, Frameworks, IEP)		<u>Content objectives</u> for students implied		No clearly defined <u>content objectives</u> for students	
2*	Clearly defined <u>language objectives</u> for Ss including language form (grammar, sentence structures), and functions (e.g., express opinion)		<u>Language objectives</u> for students implied		No clearly defined <u>language objectives</u> for students	N/O
3	<u>Content concepts</u> appropriate for age and educational background level of students		<u>Content concepts</u> somewhat appropriate for Ss age educational background level		<u>Content concepts</u> inappropriate for Ss age and educational background level	N/O
4*	<u>Supplementary materials</u> used to a high degree, making the lesson clear and meaningful (e.g., graphs). As appropriate, <u>text is adapted</u> to different levels of Ss proficiency		Some use of <u>supplementary materials</u> and <u>text adaptation</u>		No use of <u>supplementary materials</u> or <u>text adaptation</u> . Conforms exclusively to the textbook in making curriculum decisions.	N/O
5	<u>Meaningful activities</u> that integrate lesson concepts and integrate <u>multicultural and social justice components</u>		<u>Meaningful activities</u> that integrate lesson concepts, but do not include <u>multicultural and social justice components</u>		No <u>meaningful activities</u> that integrate lesson concepts with <u>multicultural and social justice components</u>	N/O

Comments to clarify/supplement 1-5:

INSTRUCTION: Building Background		TPEs 1, 2, 4, 5, 6, 7, 8, 9, 10 & 11				
	4	3	2	1	0	Not Observed
6	<u>Concepts explicitly linked</u> to Ss' background experiences		<u>Concepts somewhat linked</u> to Ss' background experiences		<u>Concepts not explicitly linked</u> to Ss' background experiences	
7	<u>Links explicitly made</u> between prior knowledge and new concepts		<u>Links made</u> between past learning and new concepts, but inconsistently		<u>No links made</u> between past learning and new concepts	N/O
8	<u>Key vocabulary</u> emphasized (e.g., repeated & highlighted)		<u>Key vocabulary</u> introduced, but not emphasized		<u>Key vocabulary</u> not emphasized	N/O
9	Consistently establishes a productive learning environment with <u>clearly stated behavioral & academic expectations</u>		Occasionally <u>outlines behavioral and academic expectations</u> for students		Does not <u>state behavioral and academic expectations</u>	N/O

- Shading indicates an advanced level of competency, rarely attained prior to the last semester of student teaching.
- Asterisks indicate competencies that are more consistent with student teachers' developmental level in the culminating semester of student teaching, rather than in an earlier semester.

CSUS Midterm and Final Teacher Candidate Evaluation Form			Page 2 of 6		
Comments to clarify/supplement 6-9:					
INSTRUCTION: Comprehensible Input					
	4	3	2	1	0 Not Observed
10	Speech appropriate for students' academic and developmental proficiency level		Speech sometimes appropriate for students' academic and developmental proficiency level		Speech inappropriate for students' academic and developmental proficiency level
11*	Uses scaffolding techniques to make explanations and content concepts clear ,e.g., modeling, visuals, hands-on activities, TPR		Uses some scaffolding techniques to make explanations and content concepts clear		Uses no scaffolding techniques to make explanations and content concepts clear.
Comments to clarify/supplement 10-11:					
INSTRUCTION: Strategies					
	4	3	2	1	0 Not Observed
12*	Provides ample opportunities for Ss to use learning to learn strategies (metacognitive strategies)		Provides students with some opportunities to use learning to learn strategies		Provides no opportunity for students to use learning to learn strategies
13*	Frequently utilizes instructional strategies, activities, and materials that encourage student choice, participation and effort		Utilizes instructional strategies activities & materials that encourage student choice, participation and effort		Does not utilize instructional strategies, activities, and materials that encourage student choice, participation and effort
14	Effectively manages Ss behavior in a variety of situations (e.g., small group, multiple small groups, whole group)		Effectively manages Ss behavior in some situations (e.g., small group, multiple small groups, whole group)		Is unable to effectively manage student behavior across situations (e.g., one-to- one, small group, multiple small groups, whole group)
15*	Incorporates effective strategies in planning differentiated instruction to provide equal access to core curriculum for all Ss (i.e., EL, special education, gifted)		Incorporates some effective approaches & strategies in planning differentiated instruction to provide equal access to core curriculum for all students		Does not incorporate effective approaches and strategies in planning differentiated instruction to provide equal access to the core curriculum for all students
16	Uses a variety of question types, including those that promote higher-order thinking skills		Poses questions that promote higher-order thinking skills, but could expand		Teacher does not pose questions that promote higher-order thinking skills
<ul style="list-style-type: none"> • Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. • Shading indicates an advanced level of competency, rarely attained prior to last semester of student teaching. 					

CSUS Midterm and Final Teacher Candidate Evaluation Form				Page 3 of 6		
Comments to clarify/supplement 12-16:						
INSTRUCTION: Interaction						
	4	3	2	1	0	Not Observed
17	Provides frequent opportunities for <u>interaction</u> between tchr/st. & among Ss that encourage elaborated responses about lesson concepts before moving on to new content/concepts		Provides some opportunities for <u>interaction</u> between tchr/st & among students, that encourage elaborated responses		Provides <u>interaction</u> that is primarily teacher-dominated with no opportunities for students to discuss lesson concepts with teacher or among students	
18	4	3	2	1	0	N/O
	Often <u>circulates</u> to monitor student work and behavior		Sometimes <u>circulates</u> to monitor student work & behavior		Does not <u>circulate</u> to monitor student work and behavior	
19*	4	3	2	1	0	N/O
	<u>Grouping configurations</u> support language and content objectives of the lesson		<u>Grouping configurations</u> sometimes support language and content objectives		<u>Grouping configurations</u> do not support language and content objectives	
20	4	3	2	1	0	N/O
	Consistently provides sufficient <u>wait time</u> for student responses		Sometimes provides sufficient <u>wait time</u>		Never provides sufficient <u>wait time</u>	
21	4	3	2	1	0	N/O
	Teaches & reinforces <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop & use appropriate social & interpersonal (S&I) skills		Teaches & reinforces <u>respectful interaction among Ss</u> by providing some opportunities for Ss to develop & use appropriate S & I skills		Does not teach & reinforce <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop and use appropriate social & interpersonal skills	
22*	4	3	2	1	0	N/O
	Provides ample opportunities for Ss to <u>clarify key concepts in L1</u> as needed with teacher, aide, peer, or L1 text		Provides some opportunities for students to <u>clarify key concepts in L1</u>		No opportunities for students to <u>clarify key concepts in L1</u>	
Comments to clarify/supplement 17-22:						
INSTRUCTION: Practice/Application						
	4	3	2	1	0	Not Observed
23	Provides ample opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides limited opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides no <u>hands-on</u> materials for Ss to practice using new content knowledge	
24*	4	3	2	1	0	N/O
	Provides appropriate activities for students to <u>apply content and language knowledge</u> in the classroom		Provides activities for students to <u>apply content or language knowledge</u> in the classroom, but could expand		Provides no activities for students to <u>apply content or language knowledge</u> in the classroom	
<ul style="list-style-type: none"> Asterisks indicate competencies that are more consistent with student teacher’s developmental level in the culminating semester of student teaching rather than in an earlier semester. Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 						

CSUS Midterm and Final Teacher Candidate Evaluation Form			Page 4 of 6			
25*	4 Uses activities that integrate all <u>language skills</u> (reading, writing, listening, and speaking)	3	2 Uses activities that integrate some <u>language skills</u>	1	0 Uses activities that apply only one <u>language skill</u>	N/O
26	4 Effectively provides <u>regular, positive feedback to Ss about behavioral expectations</u> . Is calm, clear, consistent, & fair in establishing/following through with consequences for behavior, stressing self management	3	2 Occasionally provides <u>effective feedback to Ss about behavioral expectations</u> . Tends to focus feedback on mistakes instead of accomplishments.	1	0 Does not provide <u>effective feedback to Ss about behavioral expectations</u> . Does not appear to be in control of emotions, relies on extrinsic motivation, and transforms issues into power struggles.	N/O
Comments to clarify/supplement 23-26:						
INSTRUCTION: Lesson Delivery						
27	4 <u>Content objectives</u> consistently supported by lesson delivery	3	2 Occasionally <u>content objectives</u> supported by lesson delivery	1	0 <u>Content objectives</u> not supported by lesson delivery	Not Observed
28*	4 <u>Language objectives</u> consistently supported by all aspects of lesson delivery	3	2 Occasionally <u>language objectives</u> supported by lesson delivery	1	0 <u>Language objectives</u> not supported by lesson delivery	N/O
29*	4 Consistently demonstrates efficient, smooth and effective <u>transitions</u> that include lesson review & lesson closure	3	2 Occasionally demonstrates efficient, smooth and effective <u>transitions</u>	1	0 Does not demonstrate efficient, smooth and effective <u>transitions</u> . Wastes instructional opportunity	N/O
30	4 Teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	3	2 Occasionally teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	1	0 Teaches in a <u>manner</u> that lacks energy, enthusiasm, or conviction	N/O
31	4 Consistently establishes a <u>positive rapport with students</u> in a variety of ways, and <u>communicates and interacts respectfully with all students</u> . Demonstrates knowledge of lives of Ss outside of classroom.	3	2 Occasionally establishes a <u>positive rapport with Ss</u> . <u>Communicates & interacts respectfully with all Ss</u> in an inconsistent manner. Demonstrates little knowledge about the lives of Ss	1	0 Does not establish a <u>positive rapport with students</u> , and does not <u>communicate and interact respectfully with all students</u> . Acts with coolness& aloofness, and makes no personal contacts or exchanges with students.	N/O
32*	4 Consistently uses students' responses to make appropriate adjustments to pacing of lesson	3	2 Occasionally uses Ss' responses to make appropriate adjustments to pacing of lesson	1	0 No use of students' responses to make appropriate adjustments to pacing of the lesson	N/O
Comments to clarify/supplement 27-32:						
<ul style="list-style-type: none"> • Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. • Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 						

CSUS Midterm and Final Teacher Candidate Evaluation Form				Page 5 of 6		
ASSESSMENT		TPEs 2 & 3				
	4	3	2	1	0	Not Observed
33*	Appropriately applies a variety of <u>formal & informal methods & tools</u> to assess Ss' achievements		Sometimes applies <u>formal and informal methods</u> to assess Ss' achievements		No application of <u>formal and informal methods</u> to assess students' achievements	
34*	Appropriately uses <u>formative student assessment data</u> to guide future lesson design and teaching (How to help S's who did not achieve objectives) Often considers "teacher" or "the instruction" as a potential source of student difficulty.		Occasionally uses <u>formative student assessment data</u> to guide future lesson design and teaching. Sometimes considers "teacher" or "instruction" as a potential source of student difficulty.		No use of <u>formative student assessment data</u> to guide future lesson design and teaching. Sees causal factors for Ss learning difficulties as a function of past or in perceived learner traits such as laziness, low ability, or lack of parent involvement	
35*	Consistently establishes appropriate <u>achievement criteria</u> and communicates them clearly to Ss		Establishes some <u>achievement criteria</u> and communicates them to S's		Establishes no <u>achievement criteria</u>	
Comments to clarify/supplement 33-35:						
PROFESSIONALISM		TPEs 12 & 13				
	4	3	2	1	0	Not Observed
36	Consistently demonstrates <u>professionalism</u> in personal appearance and behaviors.		Occasionally demonstrates <u>professionalism</u> in personal appearance and behavior.		Does not demonstrate <u>professionalism</u> in personal appearance and behavior.	
37	Willingly <u>self-assesses his/her own performance</u> in terms of strengths & weaknesses through a variety of reflective practices		Sometimes self-assesses own strengths & weaknesses through a variety of reflective practices. May need to be prompted to self-assess		Does not <u>self-assess own performance</u> in terms of strengths & weaknesses. Even when prompted, is unable to self-assess or engage in self reflection	
38	Understands the need to be <u>discreet</u> in sharing information with others.		Shows some understanding of need to be <u>discreet</u> in sharing information with others.		Does not show understanding of the need to be <u>discreet</u> in sharing information with others.	
39	Consistently <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, consistent attendance, punctuality, initiative etc.)		Occasionally <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, attendance, punctuality, initiative, etc.)		Does not <u>accept responsibilities</u> related to student teaching (e.g., excellence, attendance, punctuality, initiative, etc.). Appears disorganized. Accepts as "satisfactory," practices that are weak approximations of what is expected.	
40	Consistently seeks, accepts, and utilizes <u>constructive feedback for professional growth</u>		Occasionally seeks, accepts, & utilizes <u>constructive feedback for professional growth</u>		Does not seek, accept, and utilize <u>constructive feedback for professional growth</u> . Repeats same major mistakes	
<ul style="list-style-type: none"> Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 						

CSUS Midterm and Final Teacher Candidate Evaluation Form			Page 6 of 6		
41	<div style="background-color: #e0e0e0; padding: 5px;">4 Consistently <u>participates in school-based activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night)</div>	3	2 Occasionally <u>participates in school-based activities</u> (e.g., parent conferences, school /staff meetings)	1	0 N/O No participation in school-based activities (e.g., parent conferences, school/staff meetings, back-to-school night).
42	<div style="background-color: #e0e0e0; padding: 5px;">4 Consistently demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel and community members (e.g., school secretary)</div>	3	2 Occasionally demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instr. support, etc.)	1	0 N/O Does not demonstrate ability <u>to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instructional support, etc.)
43	<div style="background-color: #e0e0e0; padding: 5px;">4 Consistently exhibits <u>respect, understanding, and sensitivity toward cultural heritage, community values, & individual aspirations</u> of diverse students, families, and colleagues. Demonstrates strategies for overcoming possible biases.</div>	3	2 Occasionally exhibits <u>respect, understanding, and sensitivity toward the cultural heritage, community values, & individual aspirations</u> of diverse Ss, families & colleagues. Sometimes demonstrates strategies for overcoming possible biases	1	0 N/O Fails to exhibit <u>respect, understanding, & sensitivity toward the cultural heritage, community values, & individual aspirations of diverse Ss, families, & colleagues</u> . Makes comments that convey disrespect for individuals/groups. Does not demonstrate strategies for overcoming possible biases.
Comments to clarify/supplement 36-43:					
<p>Sources of Evidence (check all items that apply) <input type="checkbox"/>Portfolio <input type="checkbox"/>Observations</p> <p><input type="checkbox"/>Written reflections <input type="checkbox"/>Interview/Discussions <input type="checkbox"/>Other (please identify)</p> <p>Evaluator: Please check the appropriate recommendation</p> <p><input type="checkbox"/>Recommend to subsequent semester of student teaching, based on <u>overall</u> rating of 3, generally with no 0s or 1s on the final evaluation</p> <p><input type="checkbox"/>Recommend repeating current student teaching experience</p> <p><input type="checkbox"/>Do not recommend repeating current student teaching experience</p> <p><input type="checkbox"/>Recommend for Preliminary Credential based on <u>overall</u> rating of 4, generally with no 1s or 2s on the final evaluation</p> <p><input type="checkbox"/>Recommend repeating culminating student teaching experience</p> <p><input type="checkbox"/>Do not recommend repeating culminating student teaching experience</p>					
_____ Teacher Candidate's Signature			_____ Date		
_____ Public School Evaluator's Signature			_____ University Evaluator's Signature		
<p>Distribution: White (original) =Teacher Preparation Office and Yellow = Student Teacher/Intern</p>					
<ul style="list-style-type: none"> • Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. • Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 					

DESCRIPTORS OF TEACHING PERFORMANCE EXPECTATIONS

<p>1. Subject-Specific Pedagogical Skills</p> <ul style="list-style-type: none"> • Identifies academic content or skills standard(s) appropriate to course & grade level. • Writes learning outcome(s) for students consistent with identified standards. • Presents accurate content that reflects basic principles & values of the discipline. • Uses instructional strategies & materials appropriate to the content & learning outcome(s). • Uses a diversity of strategies & provides multiple examples, consistent with the standard(s), content, & outcomes. 	
<p>2. Monitoring Student Learning</p> <ul style="list-style-type: none"> • Questions to check understanding. • Reviews student work in progress • Checks for common misunderstandings. • Pacing reflects students' needs. 	<p>3. Interpretation & Use of Assessments</p> <ul style="list-style-type: none"> • Uses a variety of assessments. • Uses assessment results in planning. • Adapts assessments for student needs. • Provides feedback to students. • Maintains accurate assessment records.
<p>5. Student Engagement</p> <ul style="list-style-type: none"> • Communicates objectives clearly. • Ensures active & equitable participation. • Re-engages off-task students. • Encourages student dialogue. • Makes instruction relevant. • Asks challenging questions. 	<p>6. Developmentally Appropriate Practices</p> <ul style="list-style-type: none"> • Promotes higher-order thinking. • Promotes goals, requirements, criteria. • Connects curriculum to community. • Promotes student responsibility. • Supports individuality.
<p>8. Learning About Students</p> <ul style="list-style-type: none"> • Assesses prior knowledge & skills. • Knows students as individuals. • Interacts with parents. • Identifies students with special needs. • Understands how students' identities influence schooling experiences. 	<p>7. Teaching English Learners</p> <ul style="list-style-type: none"> • Applies ELD principles to instruction. • Promotes opportunities for reading, writing, listening, & speaking English. • Plans differentiated instruction for ELL. • Contextualizes key concepts. • Allows for first language support
<p>11. Social Environment</p> <ul style="list-style-type: none"> • Sets clear expectations for students. • Promotes student effort & engagement. • Implements a discipline plan. • Treats students fairly & with respect. • Promotes group & independent work. 	<p>9. Instructional Planning</p> <ul style="list-style-type: none"> • Writes clear short- & long-term plans. • Makes connections across lessons. • Plans clear explanations of content. • Makes abstract concepts concrete. • Connects content to backgrounds. • Accommodates varied student needs.
<p>13. Professional Growth</p> <ul style="list-style-type: none"> • Solicits & incorporates feedback. • Reflects on own teaching practices. • Modifies teaching based on reflection. • Prioritizes goals for professional growth. 	<p>10. Instructional Time</p> <ul style="list-style-type: none"> • Allocates times to meet all standards. • Estimates times for instructional tasks. • Establishes procedures for routines. • Manages transitions efficiently. • Adjusts planned time if necessary.



**Department of Special Education, Rehabilitation,
School Psychology, and Deaf Studies**

Phase III Evaluation: EDS 472

Student teaching #:
 EDS 472
Evaluation:
 Midterm Evaluation

 Final Evaluation
Evaluator:
 University Supervisor

 Cooperating Teacher

 Student Teacher

 Other (i.e., Principal, V.P., etc.)

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching. Competencies identified with a * must be used for students earning their moderate/severe specialist credential. These competencies may also be used for those students earning their mild/moderate specialist credential, wherever appropriate.

Performance Evaluation Criteria:

3: *Outstanding performance*

2: *Satisfactory performance*

1: *Performance needs improvement—skill observed infrequently or not demonstrated*

NA: *Setting not conducive to skill demonstration*

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation

I = Interview

P = Portfolio

Professional and Interpersonal Skills

- ① Demonstrates professionalism in personal appearance and presentation.
 NA 1 2 3 O I P
- ② Works effectively as a team member at the school site.
 NA 1 2 3 O I P
- ③ Accepts responsibilities assigned by the cooperating teacher or onsite supervisor.
 NA 1 2 3 O I P
- ④ Participates in school meetings, parent conferences, in-service training, and other aspects of school life.
 NA 1 2 3 O I P
- ⑤ Demonstrates positive regard for diversity in students, families, and colleagues.
 NA 1 2 3 O I P
- ⑥ Interacts with students honestly and equitably by protecting their privacy, respecting their work, and being receptive to their ideas.
 NA 1 2 3 O I P
- ⑦ Is able to assess his/her own performance.
 NA 1 2 3 O I P
- ⑧ Seeks, accepts, and utilizes constructive feedback for professional growth.
 NA 1 2 3 O I P
- ⑨ Guides, supports and facilitates the work of paraprofessional(s), peer tutors, and/or volunteers.
 NA 1 2 3 O I P
- ⑩ Creates and maintains student records with data keeping methods that are unobtrusive, expedient, organized, and current.
 NA 1 2 3 O I P
- ⑪ Participates in IEP meetings in a sensitive, professional, and legal manner.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 1–11: _____

Communication and Collaborative Partnerships

- ⑫ Consistently uses clear, concise, coherent oral, written and nonverbal language.
 NA 1 2 3 O I P
- ⑬ Demonstrates appropriate professional and interpersonal communication with students, parents, school personnel, and other team members.
 NA 1 2 3 O I P
- ⑭ Demonstrates passive and active listening skills.
 NA 1 2 3 O I P
- ⑮ Participates as a member of a interdisciplinary team in the design of an individual assessment plan, which is culturally and linguistically appropriate.
 NA 1 2 3 O I P
- ⑯ Plans and conducts collaborative conferences with parents or primary caregivers.
 NA 1 2 3 O I P

- ⑰ Collaboratively designs and implements educational interventions with students, families, general educators, administrators, related service personnel, community agency personnel, and/or others.
 NA 1 2 3 O I P
- ⑱ Cooperates and collaborates with general education staff and other team members, as appropriate.
 NA 1 2 3 O I P
- ⑲ Provides special education support and/or consultation to teachers to accommodate the needs of students with disabilities in integrated classrooms, when requested.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 12–19: _____

Planning and Managing the Teaching and Learning Environment

- ⑳ Establishes and maintains a positive, supportive, and safe learning environment.
 NA 1 2 3 O I P
- ㉑ Acquires and maintains individual and/or small group attention.
 NA 1 2 3 O I P
- ㉒ Demonstrates appropriate and effective instructional pacing.
 NA 1 2 3 O I P
- ㉓ Demonstrates efficient, smooth, and effective transitions.
 NA 1 2 3 O I P
- ㉔ Changes the delivery (when appropriate) to reflect student involvement and skill response.
 NA 1 2 3 O I P
- ㉕ Generates a variety of responses from students in order to check for understanding of presented material prior to moving on to new material.
 NA 1 2 3 O I P
- ㉖ Utilizes supportive correction procedures for all incorrect student responses.
 NA 1 2 3 O I P
- ㉗ Circulates around the room to monitor student work and behavior.
 NA 1 2 3 O I P
- ㉘ Utilizes opportunities to maximize supported inclusive educational opportunities.
 NA 1 2 3 O I P
- ㉙ Maximizes opportunities for students to interact with non-disabled peers.
 NA 1 2 3 O I P
- ㉚ Provides direct instructional support to students in the inclusive classroom, when appropriate.
 NA 1 2 3 O I P
- ㉛ Provides opportunities for and facilitates the development of social competency, life skills, communication skills, self-management skills, self-advocacy, and increased independence.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 20-31: _____

Managing Student Behavior and Social Interaction Skills

- 32 Establishes a productive learning environment that includes clearly stated expectations for student behaviors.
 NA 1 2 3 O I P
- 33 Establishes positive rapport with students in variety of ways.
 NA 1 2 3 O I P
- 34 Communicates and interacts respectfully with all students and supports dignity.
 NA 1 2 3 O I P
- 35 Reinforces the system of management used in the classroom.
 NA 1 2 3 O I P
- 36 Reinforces respectful interaction among students.
 NA 1 2 3 O I P
- 37 Utilizes a variety of behavioral management strategies (i.e. nonverbal cues).
 NA 1 2 3 O I P
- 38 Effectively manages student behavior in the following situations
- ▶ one-to-one
 NA 1 2 3 O I P
- ▶ small group
 NA 1 2 3 O I P
- ▶ multiple small groups or whole class
 NA 1 2 3 O I P
- 39 Implements a behavior management program that includes preventative and supportive interventions.
 NA 1 2 3 O I P
- 40 Demonstrates the ability to identify and defuse situations that may lead to conflict.
 NA 1 2 3 O I P
- 41 Uses data to develop behavior interventions.
 NA 1 2 3 O I P
- 42 Teaches and encourages self-management strategies to the maximum extent possible (e.g. self-monitoring, self-reinforcement, self-recording).
 NA 1 2 3 O I P
- 43 Utilizes nonaversive/least intrusive strategies for behavior change.
 NA 1 2 3 O I P
- 44 Engages in effective self-assessment of management strategies.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 32-44: _____

Instructional Content and Practice

- 45 Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s).
 NA 1 2 3 O I P

- 46 Effectively assists the classroom teacher with planning and delivery of small group instruction.
 NA 1 2 3 O I P
- 47 Effectively assists the classroom teacher with planning and delivery of whole group instruction.
 NA 1 2 3 O I P
- 48 Effectively plans and delivers whole group instruction.
 NA 1 2 3 O I P
- 49 Demonstrates sound knowledge of core curriculum.
 NA 1 2 3 O I P
- 50 Demonstrates instructional strategies, activities, and materials that:
 a. build upon students' prior knowledge.
 NA 1 2 3 O I P
- b. encourage student choice and participation.
 NA 1 2 3 O I P
- c. appeal to and challenge the diverse interests and abilities of the students in the class.
 NA 1 2 3 O I P
- 51 Adjusts the complexity of his/her language to accommodate for both native English and English language learners.
 NA 1 2 3 O I P
- 52 Implements instruction that meets IEP goals and objectives.
 NA 1 2 3 O I P
- 53 Modifies curriculum and instructional strategies to meet the diverse needs of learners.
 NA 1 2 3 O I P
- 54 Develops and implements instruction which is age appropriate and reflects the student's developmental needs.
 NA 1 2 3 O I P
- 55 Implements and modifies general education core curriculum to meet the needs of students with diverse learning needs.
 NA 1 2 3 O I P
- 56 Integrates affective, social and career/vocational skills with academic curricula to facilitate transition passages.
 NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 45–56: _____

Assessment, Diagnosis, and Evaluation

- 57 In collaboration with the cooperating teacher, establishes achievement criteria and communicates them clearly to students.
 NA 1 2 3 O I P
- 58 Applies formal and informal methods to assess students' achievements.
 NA 1 2 3 O I P
- 59 In collaboration with the cooperating teacher, demonstrates ongoing student assessment and, if necessary, makes changes in teaching, methods, materials, and/or instructional setting in order to meet stated objectives.
 NA 1 2 3 O I P
- 60 Utilizes performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments (when appropriate).
 NA 1 2 3 O I P
-

61 Effectively interprets and communicates assessment results to parents, student(s) and other professionals.

- NA 1 2 3 O I P

62 Develops IEP objectives that are based on individual strengths, needs, and present levels of student performance and are aligned with curriculum standards.

- NA 1 2 3 O I P

63 Constructs comprehensive IEP goals and objectives across all curricular environments, including core curriculum, psychomotor, social/emotional, cognitive, language/communication, self-help, and career/vocational (in collaboration with cooperating teacher).

- NA 1 2 3 O I P

Comments to Clarify or Supplement Questions 57–63: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator: Please check appropriate credential and recommendation.

- Recommend, based on overall outstanding performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- Recommend, based on overall satisfactory performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- Recommend extending or repeating Mild/Moderate or Moderate/Severe student teaching experience.
- Do not recommend extending or repeating special education student teaching experience

Comments: _____

Evaluator Signature _____ Date _____

Student Teacher's Signature _____ Date _____

Copies: White—University Supervisor, Yellow—Student, Pink—Teacher

UNIVERSITY SUPERVISOR VISITATIONS / OBSERVATIONS

Please circle:

Semester: F'01 or S'02 or Phase: II or III

Multiple Subject: _____ Grade: _____

Single Subject: _____ Assignment: _____

Sac State Supervisor: _____ Student: _____

School: _____ Public School Evaluator(s): _____

Additional Conference Time Not
Connected Directly with a Formal
Observation (Phone conferences included):

Dates (Mo/Day/Year)	Activity/Topic of Class (i.e., Reading, etc.)	Duration of Visit (i.e., Reading, etc.)	Duration of Conference (i.e., Reading, etc.)	Meet with Evaluator? (Yes or No)	Dates (M/D/Y)	Duration of Conference (i.e., Reading, etc.)	With whom? (Evaluator? Student? Administrator?)
1							
2							
3							
4							
5							
6							
7							
8							
9							

To be submitted at the end of the semester to ESSC (Eureka Hall #216). Please, attach the student teacher's evaluations (original only).

**Observation Record
Special Education Credential Programs**

Program:	Course No:	Date		Visitation#	
Student		School			
District		Coop. Tchr.			
Supervisor		Subject		Grade	

Comments and Suggestions on Planning and Presentation:

Student's Signature	Date
---------------------	------

Student Evaluation for EDS 414 and 415: Student Teaching I and II
 Moderate/Severe Disabilities Specialist Credential

Student’s name: _____ Semester/year: _____

Mentor teacher: _____ Supervisor: _____

School/District/County: _____

By the end of EDS 414, students should be at the level of “developing proficiency” in ALL areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415. By the end of EDS 415, all areas must be at a proficient level.

At the beginning of the semester the student will do a self-evaluation and sit with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student’s responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7th or 8th week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Area #1: Collaboration, communication, and development of professional commitment.

Unsatisfactory	Emerging	Developing proficiency	Proficient
Is not able to reflect on his/her communication skills and does not yet see the need for improvement in this area.	Understands the need for increasing his/her skills in this area and will make this a priority for the semester.	Is developing communication skills with staff, other faculty, and family members but needs more input and practice in this area.	Demonstrates good communication skills with other staff and professionals; easily develops rapport with family members/parents, and other faculty and staff.
Does not communicate well with students with and without disabilities.	Is beginning to increase his/her communication skills with students with and without disabilities.	Communicates fairly well with students with and without disabilities; but needs more time to be proficient.	Communicates well with students with and without disabilities; develops rapport.

Does not yet show this basic concept.	Is beginning to demonstrate enthusiasm to this concept.	Demonstrates some enthusiasm and commitment to the goal of supported, inclusive lifestyles for all individuals but needs more time to reflect and develop this important professional value and ethic.	Demonstrates enthusiasm and commitment to the goal of supported, inclusive lifestyles for all individuals with disabilities (including work, home, and community).
Does not understand the concepts of professional ethics, and respect for the individuals he/she serves.	Understands the areas that need improvement and is working with the supervisor and mentor teacher to improve.	Needs more time and input but is developing high ethical standards.	Demonstrates high ethical standards, respect for students, respect for families, and the profession itself.
Does not critically analyze situations; and does not problem solve well.	Is beginning to demonstrate improved problem solving skills and professional decision making.	Problem solves and analyzes interactions and situations with support from mentor teacher and supervisor. Needs more work to be proficient.	Is able to problem solve and critically analyze professional decisions and interactions during and after they occur.
Does not yet self-reflect, seek input, and utilize feedback. Does not understand own strengths and weaknesses.	Is beginning to self-reflect and understand the need for ongoing professional improvement. Is beginning to seek feedback and understand own strengths and weaknesses.	Receives and uses feedback from supervisor and mentor teacher; takes some initiative; and seeks feedback. Needs more time and work to develop regular self-reflection and initiative	Self-reflects regularly, receives and uses feedback constructively. Takes initiative to find things out, ask questions, and seek feedback
Does not meet timelines and commitments; is not responsible and reliable.	Understands the need to improve his/her skills in order to be reliable, and meet commitments and timelines; and is beginning to develop these skills.	Demonstrates the effort to responsible, follow-through, and meet commitment and timelines.	Regularly demonstrates responsibility, follow-through, and commitment. Meets timelines.

Additional comments:

Plans for ways to improve:

Area #2: General education curriculum and instruction of the California standards and frameworks. Teaching collaboratively and working with heterogeneous groups of students across all subject areas.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Does not demonstrate knowledge of and utilize the general education curriculum, standards and frameworks.	Is beginning to demonstrate knowledge of and to utilize the general education curriculum, standards and frameworks.	Demonstrates some knowledge of general education curriculum, standards and frameworks through participation in general education classroom instruction. Needs more practice to become proficient.	Effectively demonstrates knowledge of general education curriculum, standards and frameworks through participation in general education classroom instruction.
Does not yet show an understanding of how to design instructional units and lesson plans for heterogeneous groups of students across curricular areas.	Is beginning to develop the ability to design instructional units and lesson plans for heterogeneous groups of students across curricular areas.	Demonstrates the ability to design some instructional units and lesson plans for heterogeneous groups of students across curricular areas. Needs more practice and input to become proficient across a variety of curricular areas.	Effectively designs a number of instructional units and lesson plans for heterogeneous groups of students across a variety of curricular areas.
Does not implement instruction in a variety of formats and groupings across curricular areas.	Is beginning to implement instruction in a variety of formats and groupings across curricular areas.	Is having some success consistently implementing instruction in a variety of formats and groupings across curricular areas.	Successfully implements instruction in a variety of formats and groupings across a range of curricular areas.

Does not yet show an understanding of how to manage instruction of heterogeneous groups of students utilizing positive and creative methods to engage and maintain learning.	Is beginning to utilize positive and creative methods to engage and maintain learning of heterogeneous groups of students. Requires more training and practice.	Demonstrates the ability to manage the instruction of heterogeneous groups of students utilizing positive and creative methods to engage and maintain learning. Needs more practice to become proficient.	Consistently and effectively utilizes positive and creative methods to engage and maintain learning of heterogeneous groups of students.
Does not yet show an understanding of how to be responsive and flexible toward a variety of learning styles and intelligences.	Is beginning to understand how to be responsive and flexible toward a variety of learning styles and intelligences. Is working hard to develop these skills.	Demonstrates responsiveness and flexibility toward a variety of learning styles and intelligences. Needs more practice to become proficient.	Successfully demonstrates responsiveness and flexibility toward a variety of learning styles and intelligences.
Does not create opportunities for learners to collaborate, cooperate and partner in the learning process.	Is beginning to develop the ability to create opportunities for learners to collaborate, cooperate and partner in the learning process.	Demonstrate the ability to create regular opportunities for learners to collaborate, cooperate and partner in the learning process. Needs practice to become proficient.	Consistently creates effective opportunities for learners to collaborate, cooperate and partner in the learning process.
Does not understand and utilize the concepts of designing evaluation and assessment of students' learning over time.	Is beginning to understand how to design and utilize evaluation and assessment of students' learning over time and is working to develop these skills.	Demonstrates the ability to design and utilize some evaluation and assessment of student's learning over time. Needs more practice and input to become proficient.	Effectively designs and utilizes evaluation and assessment of students' learning over time for a variety of curricular areas.
Is not yet committed to developing rapport with and encouraging communication with all students, including those whose first language is not English.	Is beginning to understand how to develop rapport with and encourage communication with all students, including those whose first language is not English.	Understands how to develop rapport with and encourage communication with all students, including those whose first language is not English and is beginning to incorporate these skills into practice.	Demonstrates a strong understanding of and commitment toward developing rapport with all students, including those whose first language is not English.

Is not ready to co-teach and collaborate with general education teachers to instruct heterogeneous groups of students and does not demonstrate the desire to develop these skills.	Is beginning to develop the skills to co-teach and collaborate with general education teachers. Needs to spend more time and effort to develop these skills.	Is beginning to co-teach and collaborate with general education teachers on a regular basis to instruct heterogeneous groups of students. Needs more practice to be proficient.	Successfully co-teaches and collaborates with general education teachers on a regular basis to instruct heterogeneous groups of students.
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Additional comments:

Plans for improvement:

Area 3: IEP development, program development, ecological assessment, self-determination, and self-advocacy.

Unsatisfactory	Emerging	Developing proficient	Proficient
Does not yet understand and has not demonstrated how to use family/centered, collaborative, ecological assessment across the general education curriculum, functional domains, and basic skill areas when determining IEP/ITP priorities for students.	Is beginning to develop skills in the use of the concepts of family/centered, collaborative, ecological assessment across the general education curriculum, functional domains, and basic skill areas when determining IEP/ITP priorities for students.	Demonstrates use of some concepts of family/centered, collaborative, ecological assessment across the general education curriculum, functional domains, and basic skill areas when determining IEP/ITP priorities for students; but needs more practice to be proficient.	Successfully utilizes family/centered, collaborative, ecological assessment across the general education curriculum, functional domains, and basic skill areas when determining IEP/ITP priorities for students.

<p>Does not yet understand and/or has not yet demonstrated how to develop IEP/ITPs and program priorities that reflect best practices related to self-determination, meaningful skill development, age-appropriateness, and membership; but this should be a high priority for improvement.</p>	<p>Has begun to develop skills in the development of IEP/ITPs and program priorities that reflect best practices related to self-determination, meaningful skill development, age-appropriateness, and membership; but this should be a high priority for improvement.</p>	<p>This area is near proficient, but needs more work in the development of IEP/ITPs and program priorities that reflect best practices related to self-determination, meaningful skill development, age-appropriateness, and membership.</p>	<p>Develops IEP/ITPs and program priorities that reflect best practices related to self-determination, meaningful skill development, age-appropriateness, and membership.</p>
<p>Does not demonstrate an understanding of, and/or enthusiasm for developing ways to increase self-advocacy and self-determination throughout the program plan; effectively includes students in IEP development and meetings.</p>	<p>Is beginning to understand and implement ways to increase self-advocacy and self-determination throughout the program plan; effectively includes students in IEP development and meetings.</p>	<p>Has demonstrated some skills in this area but needs more work to develop proficiency.</p>	<p>Determines meaningful ways to increase self-advocacy and self-determination throughout the program plan; effectively includes students in IEP development and meetings.</p>
<p>Does not yet demonstrate and/or is not motivated to demonstrate skills in the development of student daily and weekly schedules which reflect age-appropriate and integrated activities.</p>	<p>Is beginning to demonstrate some skills in the development of student daily and weekly schedules which reflect age-appropriate and integrated activities.</p>	<p>Develops some parts of students' schedules with these concepts in mind, but needs more work to be proficient.</p>	<p>Understands and utilizes the concepts of age-appropriateness and integration when designing the action plan for a student's daily and weekly schedule.</p>

Additional Comments:

Plans for improvement:

Area #4: Support of students with moderate/severe disabilities in the general education classroom within the core curriculum and elective classroom activities and in other school settings.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Does not understand and utilize the principles of partial participation, modified outcomes and effective adaptations.	Is beginning to understand the principles of partial participation, modified outcomes and effective adaptations. Needs more time and effort to develop skills in this area.	Understands the need for partial participation, modified outcomes and effective adaptations and is incorporating skills in this area into practice.	Demonstrates enthusiasm and commitment to the principles of partial participation, modified outcomes and effective adaptations. Extends use of skills in this area.
Is not yet committed to the successful inclusion of all students, regardless of the severity of disability, in age-appropriate general education classrooms with opportunities for instruction of additional skills in other school and community settings.	Is beginning to understand the benefits of successful inclusion of all students regardless of the severity of disability, in age-appropriate general education classrooms with opportunities for instruction of additional skills in other school and community settings.	Understands the benefits of successful inclusion of all students regardless of the severity of disability, in age-appropriate general education classrooms with opportunities for instruction of additional skills in other school and community settings.	Demonstrates enthusiasm and commitment to the successful inclusion of all students, regardless of the severity of disability, in age-appropriate general education classrooms with opportunities for instruction of additional skills in other school and community settings.
Does not show an understanding of how to design effective participation and support plans for students with moderate/severe disabilities in collaboration with general education teachers to be sustained over time within the general education core curriculum and electives.	Is beginning to develop the ability to design effective participation and support plans for students with moderate/severe disabilities in collaboration with general education teachers to be sustained over time within the general education core curriculum and electives. Requires more training and practice.	Demonstrates the ability to design effective participation and support plans for students with moderate/severe disabilities in collaboration with general education teachers to be sustained over time within the general education core curriculum and electives. Needs more practice to become proficient.	Regularly collaborates with general education teachers to design effective participation and support plans for students with moderate/severe disabilities which are sustained over time within the general education core curriculum and electives.

Does not implement participation and support plans for students with moderate/severe disabilities and modify when necessary.	Is beginning to understand how to implement participation and support plans for students with moderate/ severe disabilities and modify when necessary and is working hard to develop these skills.	Is having some success with implementing support plans for students with moderate/severe disabilities and modifying when necessary. Needs more practice to be proficient.	Effectively implements participation and support plans for students with moderate/severe disabilities across a variety of core curricular and elective areas and modifies when necessary.
Is not ready to teach other staff members to implement participation and support plans, and does not demonstrate the desire to develop these skills.	Is not ready to teach other staff members to implement participation and support plans, but is interested and committed to develop these skills.	Is beginning to teach other staff members to implement participation and support plans. Needs more practice to be proficient.	Successfully teaches other staff members to implement participation and support plans.
Does not facilitate the social and academic inclusion of students with disabilities within the general education curriculum.	Is beginning to develop skills to facilitate the social and academic inclusion of students with disabilities in the general education curriculum. Requires more training and practice.	Is having some success with facilitate the social and academic inclusion of students with disabilities within the general education curriculum. Needs more practice to become proficient.	Successfully facilitates the social and academic inclusion of students with disabilities within the general education curriculum and electives.
Does not inventory the school and does not utilize other school settings (e.g. library, cafeteria, playground, student resource centers, assemblies, etc.) as instructional settings and/or as opportunities for integration with nondisabled peers.	Is beginning to inventory the school and utilize other school settings (e.g. library, cafeteria, playground, student resource centers, assemblies, etc.) as instructional settings and/or as opportunities for integration with nondisabled peers.	Is having some success with inventorying the school and utilizing other school utilize other school settings (e.g. library, cafeteria, playground, student resource centers, assemblies, etc.) as instructional settings and/or as opportunities for integration with nondisabled peers. Needs more practice to be proficient.	Routinely inventories the school and utilizes other school settings (e.g. library, cafeteria, playground, student resource centers, assemblies, etc.) as instructional settings and facilitates opportunities for integration into these settings with nondisabled peers.

Does not share information with other staff and administrators. Is not ready to collaborate in order to facilitate successful integration/ inclusion.	Is beginning to understand the need to share information with other staff and administrators and to collaborate in order to facilitate successful integration/inclusion. Is interested and committed to developing skills in this area.	Is beginning to share information with other staff and administrators and to collaborate in order to facilitate successful integration/ inclusion. Needs more practice to become proficient.	Consistently shares information with other staff and administrators and collaborates in order to facilitate successful integration/inclusion.
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Additional comments:

Plans for improvement:

Area #5: Data-based, systematic assessment and instructional skills.

Unsatisfactory	Emerging	Developing proficiency	Proficient
Has not yet committed to the used of data-based assessment and systematic instruction.	Has begun to understand the need for systematic, data-based assessment and instruction.	Understands the need for systematic, data-based assessment and instruction and is beginning to incorporate these skills in practice.	Demonstrates enthusiasm and commitment toward utilizing systematic, data-based assessment and instructional strategies. Extends use of these skills.
Does not understand and utilize the concepts of designing baseline assessments to measure current performance.	Is just beginning to understand the concepts of data-based assessment design. Needs to spend more time and effort in this area in order to develop these skills.	Has demonstrated the ability to design some systematic strategies for getting a baseline of current performance. Needs more practice and input to become proficient.	Effectively designs systematic strategies for getting a baseline of current performance on a variety of skills.

Does not yet show an understanding of how to write relevant, clear, and measurable goals based on systematic baseline measures and team input.	Is just beginning to develop the ability to write goals and objectives that are relevant, clear and measurable, based on systematic baseline measures and team input.	Has demonstrated the ability to look at data from a variety of sources on the team and develop goals and objectives. Needs more practice to develop goals and objectives which are clear, relevant, and measurable.	Utilizes collaborative team input (parents, related services, paras), as well as data from teacher-developed systematic baselines to write relevant, clear, and measurable goals and objectives based on the assessment.
Has not yet grasped the concepts of systematic instructional instruction, and has not been able to write and implement systematic instructional programs without direct support from an instructor or supervisor.	Is beginning to develop the skills to write and implement systematic instructional programs across skill areas. Requires more training and practice.	Has had some success with writing and implementing systematic instructional programs across a variety of skill areas. Needs more practice to become proficient across a variety of skill areas.	Develops and implements systematic instructional programs to teach measurable, short-term or long-term objectives related to a wide range of functional, academic/cognitive, and basic skills.
Does not take data on instructional programs, nor use data to inform instructional practice.	Is beginning to understand how to utilize data regularly to inform instructional practice and is working hard to develop these skills.	Has begun taking data regularly to inform instructional practice but needs more practice and assistance to be proficient.	Takes ongoing data on instructional programs, and evaluates data regularly to make instructional changes.
Is not ready to teach others and does not demonstrate the desire to develop these skills.	Is not ready to teach others to implement systematic instruction and collect data but is interested and anxious to develop these skills.	Has begun to teach other staff members to implement written instructional programs and collect data successfully. Needs more practice.	Successfully teaches other staff members to implement the same instructional programs and collect data, communicates with them about the data.
Is not yet able to implement systematic instruction one-to-one or in small groups or large groups.	Is still having difficulty implementing systematic instruction in varying size groups but the skill is developing.	Implements systematic instruction one to one, in small groups, and in large groups but needs more practice to be proficient.	Successfully implements systematic instruction one-to-one; in small groups, and in large groups.
Is not able to differentiate instruction for varying student needs within heterogeneous groups of students.	Is beginning to develop skills in differentiating instruction within small and large groups.	Can differentiate instruction with some students in small and large groups but needs more practice.	Successfully differentiates systematic instruction within heterogeneous groups of students.

Additional Comments:

Plans for improvement:

Area 6: Support for students in community instructional and employment settings.

Unsatisfactory	Emerging	Developing Proficiency	Proficient
Has not yet demonstrated these skills and does not understand where improvement is needed.	Is beginning to develop these skills or has not yet had the opportunity to demonstrate these skills; but understands the need.	Has done some work in this area but needs to continue to improve access and choice of goals and settings to meet current practice standards.	Inventories the community and utilizes community settings for instruction of appropriate goals and objectives in age-appropriate ways.
Has not demonstrated satisfactory progress in the development of community-based instruction.	Is beginning to understand and develop community-based instruction skills but has not had the opportunity to demonstrate.	Has developed some community-based instructional opportunities for age-appropriate students; but needs more practice to be proficient.	Develops community-based instructional programs which are meaningful to individual students; lead to skill-development and/or social relationships; and do not hinder integration.
Has not yet demonstrated these skills and does not understand where improvement is needed.	Understands the need for skill development in developing job opportunities; but has not had the opportunity to demonstrate these skills.	Has developed or assisted to develop volunteer and paid jobs in the community but needs more practice to be proficient.	Develops opportunities for volunteer and paid jobs in real employment settings in the community for students in high school and post-high school age.
Does not understand and/or demonstrate respectful and age-appropriate participation and support in the community.	Is beginning to understand the need for further work on how to design respectful and age-appropriate supports in the community but has not yet had the opportunity to demonstrate these skills.	Is developing skills in respectful and age-appropriate participation and support in the community but needs more practice to be proficient.	Designs respectful and age-appropriate participation and support plans for successful community integration and social inclusion.

Is not yet ready to teach others to implement supports in the community	Is not yet ready to teach others to implement supports in the community but recognizes areas for improvement and how to improve.	Has demonstrated beginning skills in teaching others to support students effectively in the community, but needs more practice and input.	Teaches others to implement support plans in community settings.
Is not aware and thus not safe to be with students in the community.	Is not yet aware or has not had the opportunity to demonstrate skills in safety, access and mobility in community settings.	Needs more practice and support to be proficient in safety, access, and mobility issues in the community.	Demonstrates awareness of safety, access, and mobility issues in community settings.
Does not yet know how to assist community members to develop respect and rapport with individuals with disabilities.	Is beginning to develop skills in assisting community members to develop respect and rapport with individuals with disabilities but has not had enough experience to demonstrate skills.	Attempts to assist community members to develop respect and rapport with individuals with disabilities, but needs more practice to be proficient.	Assists community members to develop respect and rapport with individuals with disabilities.

Additional Comments:

Plans for improvement:

Area #7: Facilitation of social relationships and friendships.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Is not yet committed to the developing communities of learners and social interactions, relationships and friendships between students with and without disabilities.	Is beginning to understand the need for developing communities of learners and social interactions, relationships and friendships between students with and without disabilities.	Understands the need for developing communities of learners and social interactions, relationships and friendships between students with and without disabilities. Is beginning to incorporate these skills in practice.	Demonstrates enthusiasm and commitment toward developing communities of learners as well as social interactions, relationships and friendships between students with and without disabilities.

Does not model positive and age-appropriate interactions for peers without disabilities, school personnel, co-workers, patrons, etc.	Is just beginning to understand how to model positive and age-appropriate interactions for peers without disabilities, school personnel, co-workers, patrons, etc.	Demonstrates the ability to model positive and age-appropriate interactions for peers without disabilities, school personnel, co-workers, patrons, etc. Needs more practice and input to become proficient.	Effectively models positive and age-appropriate interactions for peers without disabilities, school personnel, co-workers, patrons, etc.
Does not understand the importance of providing relevant information and positive reinforcement to persons without disabilities in order to encourage/promote interaction with students with disabilities.	Is beginning to provide relevant information and positive reinforcement to persons without disabilities in order to encourage/promote interaction with students with disabilities. Needs to spend more time and effort to develop these skills.	Does attempt to provide relevant information and positive reinforcement to persons without disabilities in order to encourage/promote interaction with students with disabilities, but needs more practice to become proficient.	Successfully provides relevant information and positive reinforcement to persons without disabilities in order to encourage/promote interaction with students with disabilities.
Does not demonstrate sensitivity to the needs and perceptions of others in relation to the student's and the teacher's own impact on peers/others in the environment.	Is just beginning to demonstrate sensitivity to the needs and perceptions of others in relation to the student's and the teacher's own impact on peers/others in the environment.	Demonstrates sensitivity to the needs and perceptions of others in relation to the student's and the teacher's own impact on peers/others in the environment. Needs practice and input to become proficient.	Consistently demonstrates sensitivity to the needs and perceptions of others in relation to the student's and the teacher's own impact on peers/others in the environment.
Does not provide support to facilitate and encourage social interactions and relationships.	Is beginning to provide support to facilitate and encourage social interactions and relationships and to fade this support in and out as necessary. Requires more training and practice.	Is having some success with providing support to facilitate and encourage social interactions and relationships and fading this support in and out as necessary. Needs more practice to become proficient.	Effectively provides support to facilitate and encourage social interactions and relationships and fades this support in and out as necessary.

Does not understand and utilize the various levels of support to enhance friendships and other meaningful social relationships.	Is just beginning to understand and utilize appropriate level of support to enhance friendships and other meaningful social relationships.	Is having some success providing appropriate level and variety of support to enhance friendships and other meaningful social relationships. Needs more practice to become proficient across a variety of settings.	Provides appropriate level and variety of support to enhance friendships and other meaningful social relationships across students and settings.
Does not ensure that the students with disabilities are the primary receivers of interactions and are provided with a means of communicating to peers without disabilities.	Is beginning to understand the need and how to ensure that the students with disabilities are the primary receivers of interactions and are provided with a means of communicating to peers without disabilities.	Understands the need and how to ensure that the students with disabilities are the primary receivers of interactions and are provided with a means of communicating to peers without disabilities. Is beginning to incorporate this in his/her regular practice.	Consistently ensures that the students with disabilities are the primary receivers of interactions and are provided with a means of communicating to peers without disabilities.
Does not assist in the shared utilization of communication systems for the purpose of interactions and conversations with peers.	Is just beginning to assist in the shared utilization of communication systems for the purpose of interactions and conversations with peers.	Demonstrates the ability to assist in the shared utilization of communication systems for the purpose of interactions and conversations with peers. Needs more practice.	Successfully assists in the shared utilization of communication systems for the purpose of interactions and conversations with peers.
Does not yet facilitate students being perceived as competent and may even make negative and/or stigmatizing statements when speaking of students with disabilities.	Is beginning to understand how to facilitate students being perceived as competent and to make statements that are positive when speaking of students with disabilities. Is working hard to develop these skills.	Does attempt to facilitate students being perceived as competent and to make statements that are positive and empowering when speaking of students with disabilities. Needs more practice .	Facilitates students being perceived as competent and makes statements that are positive and empowering when speaking of students with disabilities.

Does not utilize his/her own interpersonal skills to interact well with students without disabilities. May appear uncomfortable when interacting with these students.	Is beginning to utilize his/her own interpersonal skills to interact well with students without disabilities and to understand the importance of this for supporting interactions between students with and without disabilities.	Demonstrates the ability to utilize his/her own interpersonal skills to interact well with students without disabilities. Needs more practice in creating opportunities to do so.	Utilizes his/her own interpersonal skills to interact well with students without disabilities and actively creates opportunities to do so.
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Additional Comments:

Plans for improvement:

Area 8: Evaluation, design, and implementation of augmentative and alternative communication systems.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Has not developed satisfactorily in this area and/or is not motivated to develop these skills.	Is beginning to develop skills in this area but needs more practice, and more training.	Recognizes the need for enhancing, creating, or improving communication skills in all students. Needs more work to be proficient in understanding and valuing all communication, and/or in providing rich communication opportunities for all students.	Recognizes the need for enhancing, creating, or improving communication skills in all students. Understands that everyone communicates and provides rich communication opportunities for all students.
Does not yet understand collaborative assessment strategies for receptive and expressive communication.	Is beginning to understand receptive and expressive communication and collaborative means of assessment but needs to make this a priority for more input, study, and practice.	Shows beginning skills in collaborative assessment of receptive and expressive communication. Needs more practice to be proficient.	Systematically develops ways to collaboratively get a good assessment of receptive and expressive communication.

Has not yet demonstrated understanding or skills in this area.	Is enthusiastic about skill development in this area, and is just beginning to understand these concepts.	Has demonstrated beginning skills in how to structure observations, direct and indirect assessments, and interviews to get a clear picture of the child's communicative abilities and needs.	Structures observations, direct and indirect assessments, and interviews to get a clear picture of the child's communicative abilities and needs.
Has not yet demonstrated skills in this area.	Skills in this area are just beginning to emerge and the student recognizes the importance of improvement in this area.	Demonstrates beginning ability to analyze data and develop strategies, modifications, and adaptations.	Analyzes the data and develops strategies, takes data, revises, and makes modifications and adaptations.
Has not satisfactorily developed an understanding of these concepts.	An understanding of meaningful vocabulary development across systems has begun to emerge but the student has not yet demonstrated these skills.	Has developed an understanding of meaningful vocabulary development across systems but has not yet demonstrated proficient skills in this area.	Demonstrates the ability to develop vocabulary which is meaningful and useful to the learner, whether symbolic or non-symbolic.
Has not satisfactorily developed an understanding of the cognitive skills connected to communication.	The student has just begun to understand concepts related to cognitive skills connected to communication.	The student is beginning to understand and demonstrate the ability to teach cognitive skills related to communication.	Understands and teaches cognitive skills connected to communication.
Does not yet understand symbol use and how to assess it.	The student has begun to understand how to assess symbol use and determine symbol systems.	The student needs more practice to be efficient in assessing symbol use and determining systems.	Assesses symbol use and determines appropriate symbolic systems.
Does not yet understand how or why to develop low-tech temporary systems.	The student is beginning to understand low and high-tech systems and the need for their development.	The student has had some experience in developing low-tech systems but needs more practice to be efficient.	Understands and develops temporary low-tech systems for use until high-tech systems can be put into place, if they are needed/desired.
Does not understand or is not motivated to develop instructional programs/protocols for increasing communication skills.	Is beginning to understand how to develop instructional programs/protocols for increasing communication skills.	Has developed some instructional programs/protocols for increasing communication skills but needs more practice to become proficient.	Develops instructional programs/protocols for increasing communication skills --- both nonsymbolic and symbolic.

Has not yet shown motivation and advocacy to support all students to be effective communicators.	Is beginning to understand how to be an advocate for all students to be effective communicators.	Demonstrates beginning skills in advocacy for all students to be effective communicators.	Is an advocate for all students to be effective communicators.
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Additional comments:

Plans for improvement:

Area #9: Functional analysis of challenging behavior and the development of positive behavioral support plans.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Does not yet demonstrate an understanding of behavior as communication and of ways to use positive support strategies to encourage positive behavior in all students.	Is beginning to be aware of behavior as communication and the need for positive support strategies to encourage positive behavior in all students.	Understands behavior as communication and the need for positive support strategies to encourage positive behavior in all students. Is beginning to incorporate these skills into practice.	Demonstrates an awareness of behavior as communication and of ways to use positive support strategies to encourage positive behavior in all students.
Does not adopt the principles of positive behavioral support generally. Does not show a disposition of understanding the nature of challenging behavior as connected to quality of life and self-determination.	Is beginning to adopt the principles of positive behavioral support generally and to show a disposition of understanding the nature of challenging behavior as connected to quality of life and self-determination.	Does adopt the principles of positive behavioral support generally and the disposition of understanding the nature of challenging behavior as connected to quality of life and self-determination. Is beginning to incorporate into practice.	Successfully adopts the principles of positive behavioral support generally and the disposition of understanding the nature of challenging behavior as connected to quality of life and self-determination. Incorporates into practice regularly.
Does not yet demonstrate the ability to recognize when a challenging behavior requires closer analysis.	Is just beginning to demonstrate the ability to recognize when a challenging behavior requires closer analysis.	Demonstrates the ability to recognize when a challenging behavior requires closer analysis. Needs more practice to become proficient.	Consistently recognizes when a challenging behavior requires closer analysis.

<p>Does not analyze challenging behavior through functional assessment of the environment, curriculum, instructional support and other antecedents to the behavior.</p>	<p>Is beginning to develop skills to analyze challenging behavior through functional assessment of the environment, curriculum, instructional support and other antecedents to the behavior. Requires more training and practice.</p>	<p>Is having some success with analyzing challenging behavior through functional assessment of the curriculum, instructional support and other antecedents to the behavior. Needs more practice to become proficient.</p>	<p>Demonstrates the ability to analyze challenging behavior through functional assessment of the environment, curriculum, instructional support and other antecedents to the behavior.</p>
<p>Does not analyze challenging behavior through functional assessment of the consequences of the behavior, what is maintaining the behavior and the interactions around the behavior in the students' various environments.</p>	<p>Is beginning to develop skills to analyze challenging behavior through functional assessment of the consequences of the behavior, what is maintaining the behavior and the interactions around the behavior in the students' various environments. Requires more training and practice.</p>	<p>Is having some success with analyzing challenging behavior through functional assessment of the consequences of the behavior, what is maintaining the behavior and the interactions around the behavior in the students' various environments. Requires more training and practice.</p>	<p>Demonstrates the ability to analyze challenging behavior through functional assessment of the consequences of the behavior, what is maintaining the behavior and the interactions around the behavior in the students' various environments.</p>
<p>Does not show an understanding of how to use interviews, observations and ongoing data collection to develop a hypothesis regarding the challenging behavior and to test the hypothesis.</p>	<p>Is beginning to develop the skills to use interviews, observations and ongoing data collection to develop a hypothesis regarding the challenging behavior and to test the hypothesis.</p>	<p>Demonstrates the ability to use interviews, observations and ongoing data collection to develop a hypothesis regarding the challenging behavior and to test the hypothesis. Need more practice across students to become proficient.</p>	<p>Utilizes interviews, observations and ongoing data collection to develop a hypothesis regarding the challenging behavior and to test the hypothesis.</p>

<p>Is not able to write a multi-component intervention plan to support a student's behavior without direct guidance from an instructor, mentor teacher and/or university supervisor.</p>	<p>Is beginning to understand and utilize the skills to develop a multi-component intervention plan to support a student's behavior. Needs to spend more time and effort in this area.</p>	<p>Demonstrates the ability to develop a multi-component intervention plan which includes changes to the antecedents and consequences in the various settings in which the student participates, teaching replacement, communication and social skills, providing supports and adaptations, a crisis plan, etc. Needs more practice across students to become proficient.</p>	<p>Develops a multi-component intervention plan which includes changes to the antecedents and consequences in the various settings in which the student participates, teaching replacement, communication and social skills, providing supports and adaptations, a crisis plan, etc. Extends use of skills to multiple students.</p>
<p>Does not implement behavioral support plans, keep ongoing data, analyze data regularly nor make the necessary changes.</p>	<p>Is beginning to develop the skills to implement behavioral support plans, keep ongoing data, analyze data regularly and make the necessary changes. Requires more training and practice.</p>	<p>Demonstrates the ability to implement behavioral support plans, keeps ongoing data, analyzes data regularly and makes the necessary changes. Needs more practice across students to become proficient.</p>	<p>Implements behavioral support plans, keeps ongoing data, analyzes data regularly and makes the necessary changes. Extends use of skills to multiple students.</p>
<p>Is not yet committed to analyzing the class-wide and school-wide behavioral support systems at the school.</p>	<p>Is beginning to develop the ability to analyze the class-wide and school-wide behavioral support systems at the school and make recommendations for change.</p>	<p>Is having some success with analyzing the class-wide and school-wide behavioral support systems at the school and making recommendations for change. Needs more practice.</p>	<p>Analyzes the class-wide and school-wide behavioral support systems at the school and makes recommendations for change.</p>
<p>Does not recognize her/his own ability to affect changes in behavior and does not self-reflect and analyze the process.</p>	<p>Is beginning to recognize her/his own ability to affect changes in behavior and to self-reflect and analyze the process.</p>	<p>Recognizes her/his own ability to affect change in behavior and demonstrates the ability to self-reflect and analyze the process. Needs more practice.</p>	<p>Is confident in her/his own ability to affect changes in behavior and regularly self-reflects and analyzes the process.</p>

Additional comments:

Plans for improvement:

Area 10: Accommodating students with physical disabilities and/or sensory disabilities; and, students with specialized health care needs.

Unsatisfactory/Has not met expectations	Emerging	Developing Proficiency	Proficient
Does not understand and has not satisfactorily demonstrated awareness of the implications of physical and sensory disabilities on learning and participating in school and/or community activities.	Demonstrates an emerging understanding of these skills but has not had the opportunity to demonstrate them.	Demonstrates beginning awareness of the implications of physical and sensory disabilities on learning and participating in school and/or community activities; but needs more practice to be proficient.	Demonstrates awareness of the implications of physical and sensory disabilities on learning and participating in school and/or community activities.
Does not understand and has not demonstrated skills in developing and carrying out procedures for lifting, carrying, transferring, and positioning students with motor disabilities in conjunction with related service personnel.	Demonstrates an understanding of the need for demonstrating skills in carrying out procedures for lifting, carrying, transferring, and positioning students with motor disabilities in conjunction with related service personnel but has not yet had the opportunity to demonstrate.	Demonstrates beginning skills in the ability to develop and carry out procedures for lifting, carrying, transferring, and positioning students with motor disabilities in conjunction with related service personnel.	Develops and carries out procedures for lifting, carrying, transferring, and positioning students with motor disabilities in conjunction with related service personnel.
Does not demonstrate problem solving related to adaptations and supports for students with physical, and sensory disabilities.	Has not yet had the opportunity to demonstrate these skills.	Is beginning to demonstrate skills in problem solving related to adaptations and supports for students with physical, and sensory disabilities.	Demonstrates problem solving related to adaptations and supports for students with physical, and sensory disabilities.

Does not demonstrate satisfactory development in the ability to assist in the development and follow specialized health care plans, manages plans, and problem solves changes.	Has not had the opportunity to assist in the development and follow specialized health care plans, manages plans, and problem solves changes.	Has begun to demonstrate the ability to assist in the development and follow specialized health care plans, manages plans, and problem solves changes.	Assists in the development and follows specialized health care plans, manages plans, and problem solves changes.
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Additional comments:

Plans for improvement:

Area #11: Program Management, evaluation, and systems change.

Note: In EDS 414, this section is only required for intern teachers.

Unsatisfactory/Does not meet expectations	Emerging	Developing proficiency	Proficient
Does not understand the concepts of planning and implementing a daily schedule in which all students are engaged in meaningful activities/classes/experiences.	Is beginning to understand the concepts of planning and implementing a daily schedule in which all students are engaged in meaningful activities/classes/experiences. Needs to spend more time and effort to develop these skills.	Demonstrates the ability to plan and implement some daily schedules in which all students are engaged in meaningful activities/classes/experiences. Needs more practice to be proficient.	Plans and implements a daily schedule in which all students are engaged in meaningful activities/classes/experiences.

<p>If the home-base is a self-contained classroom, is not committed to creating a schedule which is instructionally rich, age-appropriate, activity-based and similar to the schedule of the same-age nondisabled peers.</p>	<p>If the home-base is a self-contained classroom, is beginning to understand how to create a schedule which is instructionally rich, age-appropriate, activity-based and similar to the schedule of the same age nondisabled peers. Requires more training and practice.</p>	<p>If the home-base is a self-contained classroom, does attempt to create a schedule which is instructionally rich, age-appropriate, activity-based and similar to the schedule of the same-age nondisabled peers. Needs more practice and input to be proficient.</p>	<p>If the home-base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, activity-based and similar to the schedule of the same-age nondisabled peers.</p>
<p>If the home-base is a self-contained classroom or if “pull-out” sessions are utilized, does not yet show an understanding of how to individualize instruction in small and large group situations as well as 1:1 instruction.</p>	<p>If the home-base is a self-contained classroom or if “pull-out” sessions are utilized, is beginning to develop the ability to individualize instruction in small and large group situations as well as 1:1 instruction. Requires more training and practice.</p>	<p>If the home-base is a self-contained classroom or if “pull-out” sessions are utilized, is having some success with individualizing instruction in small and large group situations as well as 1:1 instruction. Needs more practice to be proficient.</p>	<p>If the home-base is a self-contained classroom or if “pull-out” sessions are utilized, demonstrates the ability to individualize instruction in small and large group situations as well as 1:1 instruction.</p>
<p>Does not understand the concepts of planning and implementing a daily schedule in which all staff (including her/himself) are clearly aware of their roles and responsibilities across the day, which students they are supporting, and where they need to be.</p>	<p>Is beginning to understand the concepts of planning and implementing a daily schedule in which all staff (including her/himself) are clearly aware of their roles and responsibilities across the day, which students they are supporting, and where they need to be. Needs to spend more time and effort in this area.</p>	<p>Demonstrates the ability to plan and implement some daily schedules in which all staff (including her/himself) are clearly aware of their roles and responsibilities across the day, which students they are supporting, and where they need to be. Needs more practice to be proficient.</p>	<p>Plans and implements a daily schedule in which all staff (including her/himself) are clearly aware of their roles and responsibilities across the day, which students they are supporting, and where they need to be.</p>
<p>Is not ready to provide direction or guidance to paraprofessional staff, peer coaches and other related staff, and does not demonstrate the desire to develop these skills.</p>	<p>Is not ready to provide direction or guidance to paraprofessional staff, peer coaches and other related staff, but is interested and eager to develop these skills.</p>	<p>Is beginning to provide direction and guidance to paraprofessional staff, peer coaches and other related staff. Needs more practice to be proficient.</p>	<p>Provides direction and guidance to paraprofessional staff, peer coaches and other related staff.</p>

Does not respond to unexpected events or issues with flexibility, calm and creative problem solving.	Is beginning to understand the need to respond to unexpected events or issues with flexibility, calm and creative problem solving. Needs to spend more time and effort in this area to develop skills.	Understands the need to respond to unexpected events or issues with flexibility, calm and creative problem solving. Incorporates these skills into practice, but needs more practice to become proficient across a variety of situations.	Effectively responds to unexpected events or issues with flexibility, calm and creative problem solving.
Is not able to balance the needs of the whole class or program while at the same time meeting the individual needs of students.	Is beginning to develop the ability to balance the needs of the whole class or program while at the same time meeting the individual needs of students. Requires more training and practice.	Demonstrates the ability to balance the needs of the whole class or program while at the same time meeting the individual needs of students. Needs more practice across situations to become proficient.	Is able to balance the needs of the whole class or program while at the same time meeting the individual needs of students.
Does not yet support and facilitate a positive learning and working environment for all students and staff.	Is beginning to understand how to support and facilitate a positive learning and working environment for all students and staff and is working to develop these skills.	Does attempt to support and facilitate a positive learning and working environment for all students and staff. Needs more practice and assistance to become proficient.	Successfully supports and facilitates a positive learning and working environment for all students and staff.
Does not yet understand how to evaluate individual student programs/IEPS to check for progress and quality.	Is beginning to understand how to evaluate individual student programs/IEPS to check for progress and quality.	Demonstrates beginning ability in the evaluation of individual student programs/IEPs but needs more practice to be proficient.	Evaluates individual student programs/IEPs on a regular basis, checking for progress but also program quality.
Does not understand how to develop efficient data management systems and student files.	Has begun to understand how to develop efficient data management systems and student files.	Is beginning to demonstrate the ability to establish efficient data management systems and student files.	Establishes efficient data management systems and student files.
Does not yet understand how to develop data systems and student files.	Has not yet begun to develop data systems and student files.	Has begun to develop efficient data systems and student files but needs more work to be proficient.	Establishes efficient data management systems and student files.

The student creates barriers vs. solutions; has trouble identifying ways to solve problems; and has not demonstrated proactive and self-reflective skills in her/his role as a change agent.	These skills are still just emerging.	Is developing the ability to create solutions vs. barriers; identifies some ways to solve problems; and has begun to be proactive and self-reflective in understanding her/his own influence in situations which need to move forward.	Creates solutions vs. barriers; identifies ways to solve problems; is proactive and self-reflective in understanding her/his own influence in situations which need to move forward.
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Additional comments:

Plans for improvement:

Midterm Recommendations

Final Recommendations

Average score overall: _____

Were all areas at a “developing proficient” or higher?

Yes _____ (Student automatically moves on to oEDS 415) No _____

If no, is it recommended that the student still move on to EDS 415?

Yes: _____ No: _____

If no, comments and recommendations for ways to meet competencies:

Comments and recommendations:

Signature of Mentor Teacher Date

Signature of University Supervisor Date

Signature of Student Date

(Note: By signing you are simply indicating your presence at the meeting.)

Recommendations

Average score overall: _____

Were all areas at a “developing proficient” or higher?

Yes: _____ No: _____

Is it recommended that the student pass the final phase of student teaching?

Yes: _____ No: _____

Comments and recommendations:

Signature of Mentor Teacher Date

Signature of University Supervisor Date

Signature of Student Date

(Note: By signing you are simply indicating your presence at the meeting.)
