

California Lutheran University

Graduate School of Education
Department of Learning and Teaching

D/HH Student Teaching/Internship Handbook

Goals for a Student Teacher's/Intern's Growth

The primary goal of the Department of Learning and Teaching at California Lutheran University is to develop professional educators with skills to succeed in their first year of teaching and to foster professional attitudes which will sustain a lifetime of continued growth and learning.

The purpose of the student teaching/intern portion of the teacher credential program is to develop effective teachers. For student teachers and interns at California Lutheran University in the D/HH program, this is defined as mastery of the Survival and Skills Stages of teacher development and beginning use of the more holistic stages of teaching represented by Strategy and Synergy thinking stages.

Developmental Approach

The Graduate School of Education has conceptualized a theoretical framework of teacher development comprised of four related stages. This four-stage approach is utilized in coursework leading to the basic and advanced credentials. It is the organizing feature to the growth of student teachers and interns. A simplified description of the four stages follows:

I. Survival Stage Characteristics

The development of instructional leadership earned by competence and acknowledged as such by the pupil. The development of management techniques by which the teacher handles smoothly the classroom organization for learning and the supportive, but necessary, routine functions for teaching the class as a whole.

II. Skills Stage Characteristics

Implementation of well written, effective plans. The development of facility with subject matter content and a competency in the use of whole group instruction methods which promote learning for all students.

III. Strategy Stage Characteristics

The development of facility, by the teacher, in the use of many and varied methods which will enhance group and individual learning. These would include, but not be limited to whole group, cooperative learning, and individualized instruction.

IV. Synergy Stage Characteristics

The development of a functioning, truly holistic learning environment; where in all previously developed competencies focus on the self-fulfillment of all pupils. The teacher becomes an empathic, caring mentor as well as superior instructor exemplifying a true caring for all human beings.

In considering the time necessary for a teacher to grow, develop, and move through these states, the theory suggests that the typical student teacher/interns would gain mastery of stages one and two during their practice teaching and begin to use stages three and four. Normally, these later stages require additional teaching experience and in-service development.

At the SURVIVAL LEVEL, the student will be able to perform the following:

1. Be professional in appearance and attitude.
2. Define and implement procedures for efficient classroom management (roll-taking, distribution of materials, collection of homework, study guides, etc.)
3. Demonstrate constructive leadership procedures for dealing with classroom behavior and discipline.
4. Demonstrate a lesson plan approach best suited for the attainment of stated objectives.
5. Demonstrate the ability to check and conduct basic troubleshooting of students' hearing technology.
6. Demonstrate the ability to use and elicit appropriate language structures and forms with the students of differing levels of functioning during informal routines and transitions.

At the SKILLS LEVEL, the student will be able to perform the following:

1. State clear behavioral objectives on an IEP or IFSP
2. State clear behavioral objectives for listening, language and speech within formal instruction
3. Demonstrate skills in creative and stimulating motivational techniques.
4. State characteristics of good questions and formulate an effective technique at the three main levels of questioning.
5. Devise a valid, working evaluation system for student performance.
6. Demonstrate the ability to use conversational interactions for growth in language, speech and listening.
7. Demonstrate the ability to modify appropriate language, speech and listening targets during formal instruction as needed for individual students.

Student Teaching/Internship Policies

Attendance

The teacher candidate is required to account for his/her daily attendance for the 15-week semester. The student/intern must notify the school, the cooperating teacher/support provider and the CLU supervisor if he/she is going to be absent. It is necessary to sign-in and out each day. A sign-in log will be provided and kept in the office at the school site. Wear your CLU name badge for identification at all times. Should you miss any significant portion of your 15 week, you will make up the teaching time at the end of the semester.

Role of the Student Teacher/Intern

Schedule

You are expected to arrive at school at the same time as your cooperating teacher/support provider starting of the school day. Remain for the entire day, including planning time. This time can be used to conference with the cooperating teacher/support provider or help prepare for the day.

Professional Conduct

You are expected to dress as professionals when on school campuses. Remember to be discreet in your conversations on campus and remember your students' right to confidentiality. In addition to evaluating your performance in your teaching assignment, your overall **disposition as a professional** will be evaluated at least twice during each semester of teaching. All intern/student teachers must receive satisfactory ratings on their growth as a professional (see rubric) in order to receive a passing score in this part of the program.

Teaching Evaluation

You will be evaluated formally on your overall performance in the field via field notes based on the Teacher Performance Expectations (TPEs) at 2 times per month and more if needed and possible. Your cooperating teacher/support provider and CLU D/HH supervisor will provide you with feedback including Professional Dispositions (see forms). During the evaluation visits, field notes will be taken. The university supervisor and candidate will discuss the activities observed, the field notes, and recommend practices. The candidate will receive an electronic copy of the field notes within one week and keep this in the notebook.

Classroom Involvement

For student teachers, it is your responsibility to become actively involved in your classroom. Do not be reluctant to ask the cooperating teacher to put you to work. It has been found that students who become actively involved in the classroom have more successful student teaching experiences. Enthusiasm and interest in the operation of the classroom gives us a clear indication of your commitment to the profession. Learn as much as you can about the history of each student in your class, their audiological equipment, and their IEP or IFSP.

For Interns, you are the teacher of record. You will organize your daily schedule, plan and carry out lessons, participate in IEPs and IFSPs, collaborate with others in the school settings, and conduct parent conferences.

Lesson Planning

It is the student's responsibility to present his/her formal lesson plan to his/her cooperating teacher and university supervisor prior to each day's lesson. The CLU D/HH lesson plan format is located in the Appendix. A complete lesson plan must be submitted via email to the CLU University Supervisor at least **24 hours prior** to visits that include observations of the student or *whatever time frame is required by the university supervisor*.

Reflective Journal/Notebook

The student will keep a notebook which contains lesson plans, unit plans, behavior plans, IEPs, audiograms, observation notes, university supervisor's notes, daily schedule, evaluation forms, reflections, and self-assessments. Photos of your classroom and your contributions are encouraged.

Seminar

The student will participate in a weekly scheduled seminar during the spring semester. This class is designed as a sharing session, enabling a student to learn from others' placements as well as his/her own.

Grading

Student Teaching/Internship is a Pass/No Credit course. **A passing score on the final evaluation is 21 points.** Most of your grade will be based on your performance in the field. A grade of incomplete will be issued only in extenuating circumstances (e.g. illness, death in the family). Prerequisite courses must be completed with a grade of B or better to qualify for student teaching/internship. **Your final evaluations (TPEs and Disposition Rating Form) are a signature assignment for the program and must be uploaded to Taskstream at the end of the semester.**

Role of the Cooperating Teacher (*Student teaching only*)

Student teaching supervision:

The candidate assigned to your school has had a variety of classroom observation experiences and field experiences as a required part of their preparatory course work. However, for some students, this is their first assignment in a classroom. For this reason, during the beginning of their semester, they primarily will be observing the class, working with small groups, individual students, and assisting you in daily classroom routines. This is also a good time to allow the student teacher time to make arrangements to observe both students and teachers in other classes.

By the end of the semester, the student is required to “take over” for 4 weeks. Long-term substitute teaching is not permitted, but the occasional day of subbing is allowed with permission from the program director.

Student Teacher Activities

The following list of activities provides a guideline that will assist the student in gaining experience in your classroom.

- observation
- grading papers
- taking attendance
- duplicating materials
- setting up computers or sound field equipment
- joining you for supervisory duties
- observation in other classrooms
- conducting listening checks
- individual instruction/tutoring
- small group work
- teaching: can be mini-lesson activity,
- whole class instruction

Internship Required Supervision (*INTERNS ONLY*):

Interns are the teacher of record and he/she will begin all planning and teaching as soon as they have received their Intern credential and have obtained their teaching assignment.

All employees hired on intern contracts are required to be provided **144 hours** of mentor support from someone with a like credential and an additional **45 hours** of EL support from someone with a credential that has an English Learner Authorization. It can be the same provider if they meet both requirements. It's important to note that the support cannot be frontloaded or back loaded. It must take place weekly and be no less than 4 hours per week.

CLU will be providing 32 hours of the support (which can be counted towards the 144 hours) by sending a university supervisor during the year-long contract. This will be in the form of 16 visits during the year. The remaining hours required by CTC will need to be provided by the employer.

The intern will be required to submit a log with the support hours to our field placement coordinator the end of the year in order to apply for a preliminary credential. Our university supervisor will check the log each time they visit to be sure it is being kept up to date.

Observation and Evaluation

We will ask you to fill out a student/intern formative evaluation form in the middle and at the end of the semester. (Forms are located in Blackboard.) As part of the mid-term and final evaluations, it is requested that you provide a written, formal observation of a lesson presented by the student teacher or intern. Your comments will give us an opportunity to assess a student's ability to sustain a full-time student teaching or internship teaching experience. Your input will be an important part of that determination. Mid-term and final evaluations are sharing in a three-way conference with the student/intern, cooperating teacher/support provider, and university supervisor. A disposition rating form, mid and final evaluations are uploaded to TaskStream.

Role of the University Supervisor

A university supervisor will visit your classroom minimally every other week. We intend not to interrupt, but if the cooperating teacher/support provider would like to visit with him/her at that time, please do so. Our purpose in coming is to observe the student, take field notes, to collaborate with the candidate and to be available to the cooperating teacher/support provider for any reason.

The university supervisor is responsible for observing and evaluating the student teacher/intern in the classroom, conferencing with the student/intern, helping the student/intern reflect and establish goals for the improvement, and evaluating student/intern performance. The length of each visit will vary depending upon the needs of the student. Evaluation forms for these purposes are attached here. Feedback is provided electronically or in person as the needs dictate.

The university supervisor will also verify the intern log entries during each visit to monitor the 144 hours of support and 45 hours of English language support required annually the CCTC.

The university supervisor will complete the Dispositional Rubric during the mid and final evaluation on each candidate. You will upload the final dispositional evaluation to TaskStream along with the Final Evaluation, the signature assignments for EDDH 560.

TPE'S:	NOTEBOOK/Portfolio SECTIONS
1.5	Lesson Plans including classroom management (auditory, visual, assistive technologies for access)
6	University Supervisors' Feedback and Evaluations
5.1-5.8	Student Assessment Data
5.1-5.8	Student Audiograms & device checks
1.7, 5.1-5.8	Unit Planning & students' participation
5.1-5.8	Student IEPs & IFSPs
1.6	ELL modifications on lesson plans
1	Parent contacts and classes
1.1: 3.1-3.8, 5.1-5.8	Lesson Plans
6	Collaborations with Gen Ed./DIS providers
2	Behavior plans & "Safe Schools"
6	Support Provider/Master Teacher Log and Evaluations
6	Professional Developments certificates

A Comparison between Student Teaching and an Internship Models

Student Teaching	Internship
All coursework completed except EDDH 560	Four semesters of coursework completed (except EDDH 546, 544 and 560)
Master Teacher – is the teacher of record and provides a model for a class already established	Support Provider – has a full-time teaching position in another setting; provides help as needed
Gradually assume teaching responsibilities in collaboration with Master Teacher	Teacher of record immediately; responsible for full-time teaching
No compensation	Compensation and benefits as per Union and District contracts for Interns
Follows the schedule, activities and curriculum established by the Master Teacher	Establishes classroom schedule, activities and curriculum to meet student needs
Placement choice primarily decided by the university supervisor, in cooperation with district and student	Placement choice decided by the district based on their needs; district contracts with the university
Limited in ability to purchase materials from district budget	Able to purchase materials depending upon funds available
Master Teacher writes IEP goals and is responsible for outcomes	Intern writes IEP goals and is responsible for outcomes
Master Teacher evaluates student teacher for CLU records	University Supervisor evaluates student for CLU records; District personnel evaluate as per Union rules
Limited access to district professional development unless permitted	Participates in district professional development unless otherwise stipulated
Participates in parent conferences with Master Teacher	Conferences independently with parents and assess students for report cards
Directs classroom assistants (aides) under the direction and supervision of the Master Teacher	Fully responsible for directing and supervising classroom assistants (aides)

Date:	School:
Teacher Candidate:	Cooperating Teacher:
Supervisor:	Grade Level/Subject:

Please check the appropriate box:

SDC:	DHH Itinerant:	Parent/Infant Specialist:
------	----------------	---------------------------

What is the Communication or Language System? _____

Class Description:

Class		Ethnicity		English Proficiency		Students with Exceptional Needs/Disabilities	
<i>Number of Students:</i>		<i>Asian:</i>		<i>EO:</i>		<i>IEP/IFSP:</i>	
<i>Gender</i>	<i>M:</i>	<i>Black/ African American:</i>		<i>IFEP:</i>		<i>504 Plan:</i>	
	<i>F:</i>						
		<i>Filipino:</i>		<i>ELL ELCAP Levels: Emerging Expanding Bridging</i>		<i>GATE:</i>	
		<i>Hispanic:</i>				<i>Health Care Plan:</i>	
		<i>White:</i>					
<i>Special Circumstances:</i>							

Universal Access:

- *What do you need to consider in order to support your students while planning this lesson?*
- *What adaptations (accommodations or modifications) will be necessary for your students with exceptional needs/disabilities and English Language learners?*
- *Consider the factors that apply to your class demographics for this particular lesson: Academic - Behavioral - Cultural - Ethical - Language – Socioeconomic.*
- *Provide rationale for each adaptation (accommodations or modifications) listed.*

Learning Objective:

Auditory Goal(s):

Content Standards:

Content Standard(s):
Language Arts Common Core Standards:
ELD Standard(s):

Assessments:

Diagnostic	Formative	Summative

Vocabulary:

<ul style="list-style-type: none">• <i>Include language considerations for students with exceptional needs/disabilities and English Language Learners.</i>		
Tier 1	Tier II	Tier III

Phonological Speech Targets:

--

Materials and Resources:

--

Technology:

<ul style="list-style-type: none">• <i>What technology will be utilized in your lesson presentation? In student engagement and response?</i>

**Instructional Design: Plan
Universal Access/Differentiation
Feedback Strategies**

Background and Connections:

- *What is the purpose of this lesson? Is this linked to a unit of study? How and where in the unit is this occurring?*
- *Why is this content important for your students? What connections are there to other subject areas, the students' lives, or contemporary society?*

Comprehension Strategy:

Lesson Introduction (___ mins):

- *How will you activate prior knowledge and prerequisite skills?*
- *How will you engage students' interest and motivation?*
- *What activities will you use to introduce the lesson?*
- *Please describe your anticipatory set.*

Lesson Body (___ mins/days):

Direct Instruction (___ mins.) (“I do...”):

--

Guided Practice (___ mins.) (“We do...”):

--

Independent Practice (___ mins.) (“You do...”):

--

Universal Access/Differentiation – Within the *Lesson Body* Portion of Your Lesson
(Can be incorporated into the scripted lesson plan):

--

Feedback Strategies – Within the *Lesson Body* Portion of Your Lesson
(Can be incorporated into the scripted lesson plan):

--

Assessment:

- *How do you know students have prerequisite knowledge and skills required for the lesson?
What evidence is there to support this?*
- *How will you know students have met the learning goals?*
- *What evidence will you use to determine this?*
- *How will you use data collection in this lesson to inform future planning?*

--

Universal Access/Differentiation – Within the *Assessment* Portion of Your Lesson
(Can be incorporated above into the description of the assessment):

--

Feedback Strategies – Within the *Assessment* Portion of Your Lesson
(Can be incorporated above in the description):

--

Lesson Closing (____ mins.):

- *How will you review what was learned?*
- *How will you scaffold to the next lesson?*

--

Reflection:

- *Did your students meet the learning goals you set? How do you know?*
- *How will this lesson's outcomes inform your future lessons?*
- *What does the data demonstrate about student learning?*
- *Were your students engaged? How do you know?*
- *Evaluate your behavior support strategies. What worked well for students? How did you know? What can you improve for the next lesson?*
- *Analyze your teaching- what would you do the same in repeating this lesson? Differently?*

--

California Lutheran University

Graduate School of Education
Department of Learning and Teaching

Dispositional Rubric

1 = Teacher candidate demonstrates a low level of functioning with respect to this attribute

2= Teacher candidate demonstrates inconsistent levels of functioning with respond to this attribute

3= Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute

4= Teacher candidate demonstrates an especially high level of functioning with respect to this attribute

The Teacher Candidate:

1. Is punctual	1	2	3	4
2. Is professional in appearance	1	2	3	4
3. Takes initiative	1	2	3	4
4. Demonstrates enthusiasm about teaching	1	2	3	4
5. Establishes good rapport with students	1	2	3	4
6. Is prepared	1	2	3	4
7. Communicates professionally (verbal & written)	1	2	3	4
8. Demonstrates ethical behavior	1	2	3	4

9. Demonstrates sound judgment	1	2	3	4
10. Accepts feedback in a positive manner	1	2	3	4
11. Works cooperatively with others	1	2	3	4
12. Strives for ongoing improvement via reflection	1	2	3	4
13. Demonstrates potential for leadership	1	2	3	4
14. Is culturally sensitive	1	2	3	4

Evaluator's Comments:

Teacher Candidate: _____ **Date:** _____

Cooperating Teacher (CT): _____ **Subject/Grade Level:** _____

Field Supervisor (FS): _____

**Evaluation completed in collaboration by Cooperating Teacher and Field Supervisor.*

Mark One:

Full-time Semester: ___ Midterm Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B, EDHH 560)

___ Final Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B, EDHH 560)

Directions: Reference the TPE elements provided with this document. Each section receives an overall score based on the cumulative observations leading up to this evaluation. Mark an “X” in the appropriate column for the overall score of each TPE and provide narrative comments that support your score.

**TPE 1- Engaging and Supporting all Students in Learning.
 Beginning Teachers:**

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- 1.2** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- 1.4**
 - a.** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology,
 - b.** including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- 1.5** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- 1.6** Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- 1.7** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- 1.8** Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Comments:

TPE 2- Creating and Maintaining Effective Environments for Student Learning. Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 2.1 a.** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports,
- b.** restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- 2.3** Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- 2.4** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- 2.6** Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Comments:

TPE 3- Understanding and Organizing Subject Matter for Student Learning. Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 3.1** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 3.2** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- 3.3** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- 3.4** Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 3.5** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- 3.6** Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 3.7** Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Comments:

TPE 4- Planning Instruction and Designing Learning Experiences for All Students. Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 4.1** Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.2** Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- 4.3** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- 4.4** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;

- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
- 4.5** Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- 4.6** Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.7** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- 4.8** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Comments:

**TPE 5- Assessing Student Learning.
Beginning Teachers:**

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Comments:

**TPE 6- Developing as a Professional Educator.
Beginning Teachers:**

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

- 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- 6.3** Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4** Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 6.5**
 - a.** Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.
 - b.** Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- 6.6** Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- 6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Comments:

____**TOTAL SCORE**

Benchmark Scores: Full-time Final Evaluation- 21 points

Please complete for Full-time Midterm Evaluation:

Identify three specific TPEs for further development by the Teacher Candidate during the remainder of the semester:

- 1.
- 2.
- 3.

Please complete for Full-time Final Evaluation:

Please write a summary of the Teacher Candidate's development during this semester. A letter of recommendation, if appropriate and if provided, should be attached as the summary.

Final Recommendation (complete only for the FINAL evaluation):

I recommend that this Teacher Candidate receive a ____ Pass ____ No Credit for this semester.

Evaluator's Signature

Teacher Candidate's Signature

Date