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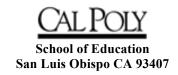
Cooperating Teacher Handbook

Multiple Subject Credential Program

English Learner Authorized

California Polytechnic State University
San Luis Obispo, CA 93407-0389

Revised September 2012

CAL POLY

School of Education
San Luis Obispo CA 93407

September 2012

Dear Cooperating Teachers:

On behalf of the Multiple Subjects Credential Program (MSCP), we thank you for welcoming a teacher candidate into your classroom. To assist you in working with the teacher candidate, we are providing you with the *Cooperating Teacher Handbook*, which includes an overview of our credential program, requirements for student teaching, and forms you need to complete when evaluating the teacher candidate.

During the Fall 2008 term, we began implementing new teacher credentialing requirements, pursuant to Senate Bill 2042, concerning the teacher performance assessment (TPA) of Multiple Subject credential candidates. The TPA includes embedded signature assignments (also referred to as tasks) during science, history-social science, and literacy-language arts methods courses and a teaching event that focuses on elementary mathematics during student teaching. The teaching event includes tasks for planning, instruction, assessment, reflection, and academic language, as well as videotaping the teacher candidate and students during a lesson. As stated in a letter to superintendents, dated August 15, 2007, from Jack O'Connell, State Superintendent of Public Instruction, and Dale Janssen, Executive Director of the Commission on Teacher Credentialing:

> *This assessment of teaching performance is designed to measure the candidate's knowledge, skills, and ability relative to the adopted California Standards for the Teaching Profession, as these are exemplified in the Teaching Performance Expectations (TPEs). All teacher candidates will be required to pass this assessment as of July 1, 2008.*

We look forward to working together and thank you for helping shape the future of our profession. If you have any questions, please contact either of us at the contact information below.

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Volunteering at School Site

Prior to the beginning student teaching, students can **volunteer** to observe and help out in their assigned classroom. Students who have done this have found the early start to be quite rewarding, and the same holds true for students who have extended their student teaching until the end of the school year. **To set this in motion, candidates must ask for and receive permission from the school site principal and classroom teacher to work as a volunteer until the student teaching assignment officially begins.**

Student Teaching Team

The MSCP approaches student teaching as a team effort that encompasses the teacher candidate, cooperating teacher, university supervisor as well as the school site, MS Coordinator, and MS Placement Coordinator. Each member of the team has a vital role to create the best possible student teaching experience. The roles and responsibilities of each member are described below.

Teacher Candidate Responsibilities

The teacher candidate will:

1. **Meet with his/her cooperating teacher and site principal** prior to the first day of student teaching (unless the date of their placement prevents this).

2. **Meet all prerequisite competency requirements** and other requirements prior to beginning student teaching.

3. **Ascertain the general dress standards** prevailing for teachers in his/her student teaching situation and conform to these. It is important that teacher candidates be viewed as professionals, and appropriate dress is certainly one contributing factor.

4. **Develop lesson plans and units of instruction** so that they mesh appropriately with the curriculum of the cooperating teacher and the school district.

5. **Prepare and promptly deliver all written plans and reports** as stipulated by cooperating teacher, university supervisor, and other appropriate persons; expect different requirements from your teacher educators.

6. **Complete the Demographic Profile Inventory and the Cooperating Teacher Interview**.

7. **Treat information learned about students and parents** in the course of his assignments as **confidential knowledge**, except when it is the legal responsibility of the teacher candidate to do otherwise. Respect the confidentiality of pupil information by not disclosing personally identifiable information to anyone not directly involved with the pupil or school. Consult with the University Supervisor and/or the Seminar Instructor. If necessary, consult with the Multiple Subject Coordinator and the school-site principal.

8. Promptly notify the school-site secretary, cooperating teacher, **and** university supervisor in case of **absence due to illness**. If the absences exceed 3 days in a given assignment, contact the MS Coordinator. Absence from student teaching due to illness will be excused for a maximum of 3 days during the quarter. Absence beyond the 3 days will likely require extra student teaching, the exact amount to be determined by the MS Coordinator in consultation with the university supervisor and cooperating teacher. Excessive absences (over 3 days) may result in repeating student teaching or a "no credit" for student teaching.

9. For **non-illness absence**, complete the Request Form for Non-Illness Absence from Student Teaching prior to requested dates of absence. Absence for reasons other than illness must be approved by the MS Coordinator and will likely require make-up time.

10. **Professionally receive and act upon constructive feedback** offered by the cooperating teacher and the university supervisor during MS Student Teaching Assessment.

11. Be familiar with and actively involved in the **teacher candidate assessment process**.

12. Fulfill required responsibilities listed in the **student teaching weekly guidelines**.

13. Be responsible for carrying out the **legal responsibilities** of classroom teachers when and if you assume substitute teaching responsibility in your assignments (i.e., confidentiality, child abuse, etc.), pursuant to California Penal Code Section 11166.5.

14. **Observe district holidays during student teaching**, NOT Cal Poly holidays, unless otherwise notified; and not take off when Cal Poly has a holiday if school district is in session. In addition, if Cal Poly is in session when the school district has a holiday, attend Cal Poly courses as expected.

15. **Make special disability needs known** prior to the time of placement if special on-site accommodations are required.

Cooperating Teacher Responsibilities

The cooperating teacher plays a very important role during student teaching, serving as teacher educator, resource person, role model, helper, critic, and confidante. At the same time, however, the cooperating teacher bears primary responsibility to his or her elementary students. Their learning must be a top priority at all times.

During student teaching, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the teacher candidate with the best possible learning experiences. To accomplish this, the cooperating teacher will have the following major responsibilities as well as others that may be appropriate in specific situations:

1. When possible, meet with the teacher candidate prior to the beginning of the student teaching experience to provide initial orientation to the classroom and the student teaching experience. The site principal, or his/her designee, will also provide input during this pre-student teaching orientation phase.

2. Provide opportunities for the teacher candidate to function as a professional colleague during student teaching and encourage the teacher candidate to become involved in professional organizations, such as the California Reading Association, and to participate in other professional growth opportunities, such as school district workshops.

3. Develop a week-by-week **and** quarter-long plan with the teacher candidate so that the teacher candidate may correlate his or her planning with the cooperating teacher's long-range plans while meeting all requirements of the student teaching experience.

4. Assist the teacher candidate in refining and cooperating skills related to subject matter teaching

5. Provide **consistent/ongoing** supervision and evaluation of the teacher candidate's work:

   a. Reading lesson plans before lessons are taught and providing written/oral suggestions;

   b. Observing lessons being taught and providing written and oral comments on a weekly basis, including the period of time in which the teacher candidate takes over major responsibility for planning and teaching;

   c. Encouraging the use of technology to facilitate student learning as well as communication among members of the student teaching team;

   d. Conferring freely and often with the teacher candidate;

   e. Working with the university supervisor to help the teacher candidate develop appropriate professional improvement goals; and

   f. Helping the teacher candidate set up a lesson-plan notebook similar to the one utilized by teachers at your school site.

6. Inform the university supervisor when the student encounters serious problems as soon as such problems are identified.

7. Meet with university supervisors as required and attend university scheduled teacher candidate supervision meetings.

8. Help the teacher candidate carry out the specific week-by-week teacher responsibilities.

9. Gradually and patiently turn over instructional responsibilities to the teacher candidates.

10. Continue to model new types of lessons for the candidate **throughout the quarter**.

University Supervisor Responsibilities

The university supervisor is a key member of the supervisory team, with responsibilities that are similar, but also somewhat different, from those of the cooperating teacher. The university supervisor is the primary evaluator. In consultation with the cooperating teacher, it is the university supervisor who determines the grade that the teacher candidate receives. In addition, the university supervisor, who is also a teacher educator, will observe a number of lessons and play an instructional role on five or more occasions during the quarter. Selected important responsibilities for the university supervisor follow:

1. Plays a coordination and informational role during the orientation sessions provided for his/her teacher candidates and cooperating teachers.

2. Handles requests for absence from student teaching not due to illness, and approves decisions regarding make-up work. Helps teacher candidate and cooperating teacher develop plan for make-up work.

3. Works collaboratively with the cooperating teacher to orient the teacher candidate to the supervision evaluation cycle employed during Student Teaching I and II.

4. Cooperatively supervises the teacher candidate with the cooperating teacher, who will, as the day-to-day on-site teacher educator, carry the major responsibility for classroom guidance, observation, and supervision of the teacher candidate.

5. Visits, observes, conducts instructional conferences, and cooperatively supervises the teacher candidate following the general outline spelled out in the weekly schedule; this includes a minimum of five observations, three of which are formal observations and mid-quarter and final assessment conferences.

6. Reviews with the teacher candidate the criteria used to evaluate performance and the evaluation process outlined in this handbook.

7. Cooperatively completes a summative evaluation for the teacher candidate and considers cooperating teacher input when identifying the appropriate grade for the teacher candidate.

8. Use LIME to submit formative and summative evaluations for the teacher candidate.

9. Submits grades by the grading deadline via procedures defined by Academic Records; the SOE Credential Office will also have this information.

10. Attends staff development meetings scheduled for the team of university supervisors.

11. Completes an evaluation form for each cooperating teacher working with assigned teacher candidates.

Cooperating Teacher Tips

As a cooperating teacher, these tips may help you identify ways to create a positive experience that best prepares the teacher candidate to understand the complexity that exists within each teaching assignment. We do not expect you to be able to fulfill all these areas, but we hope you will use this list as a point of reference when mentoring your teacher candidate.

1. **Orientating Teacher Candidate to the School Site & Classroom**
    a. School site and building layout
    b. Staff
    c. School policies & rules
        i. Emergency procedures – buildings, playground, other?
        ii. Dress codes or standards
        iii. Equipment & supply use
        iv. Telephone use (especially for private calls)
        v. Releasing students from class for GATE, special services, parents, etc.
        vi. Appropriateness of items brought to campus
        vii. Absences & tardiness
        viii. Bicycles on campus
        ix. Use of staff room
        x. Teacher absence, signing in & out
    d. The community served by the school
    e. Schedules and procedures for:
        i. Rainy day recesses
        ii. Bus schedules
        iii. Field trips
        iv. Guest speaker arrangements
        v. Reserving rooms, checking out AV equipment, scheduling play areas
        vi. Campus boundaries for students
    f. Students in the class
        i. Developmental characteristics of this age level
        ii. Background of children who might cause difficulty instructionally or behaviorally
        iii. Information in cumulative files (especially medical & custodial information)
    g. Classroom policies
        i. Teacher's philosophy of education
        ii. Discipline strategies
        iii. Routines
            • Before school & opening routine (roll, lunch count, flag salute, etc.)
            • Lavatory use
            • Passing and collecting papers
            • Dismissal
            • Procurement of supplies & instructional materials
            • Changing physical arrangement of room for instruction
            • Planning methods of instruction and evaluation
            • Fire drill
            • Auditorium expectations/conduct
            • Unusual but regular occurrences (e.g., collecting picture money)
    h. District staff, routines, services

2. **Building Rapport with Teacher Candidate**
    a. Accept teacher candidate as another teacher; respect opinions and maintain open communication
    b. Give teacher candidate a desk and shelf space to promote a feeling of belonging
    c. Emphasize the need for adequate materials, ideas, and resources

d. Demonstrate confidence by occasionally leaving the teacher candidate alone in the classroom under appropriate conditions and when the teacher candidate shows readiness
e. Show an interest in the teacher candidate's work by attending seminars or in other ways becoming acquainted with the teacher candidate's course of study.
f. Include the teacher candidate, when appropriate, in parent conferences, staff discussions, home visits, faculty social gatherings, professional meetings, and staff room activities.
g. Give the teacher candidate an opportunity to visit another classroom consistent with Cal Poly guidelines.

3. Including the Teacher Candidate in Activities
a. Open House and Back-to-School Night
b. PTA events and preparations
c. Conferences with parents or other teachers
d. IEP, SST, and other special services diagnostic & planning sessions
e. Home visits
f. Professional, in-service, staff, and grade-level or program meetings/training
g. Planning sessions with aides, parent volunteers, etc.
h. Social events

4. Stating Expectations with respect to…
a. Supervising students
b. Helping with classroom tasks (closing windows, cleaning boards, preparing materials, filing, etc.)
c. Following attendance, promptness & absence procedures
d. Providing written lesson plans
e. Initiating "teaching" activities
f. Communicating with me regarding classroom activities and/or problems

5. Scheduling Daily and Weekly Conference Time to discuss…
a. Daily/weekly plans
b. Suggestions for improvement
c. Accomplishments
d. Problems or concerns
e. Students and their progress

6. Critiquing the Teacher Candidate
a. Make comments in a positive, constructive, and consistent manner
b. Make comments on improvements made
c. Write summaries for all formal observations
d. Help the teacher candidate identify strengths and weaknesses and way to improve
e. Voice approval of well planned and well executed lessons.
f. Commend extra work efforts.

MSCP Student Teaching Assignment

The MSCP offers two quarters of student teaching: Student Teaching I (7 units or 10 units) and Student Teaching II (12 units). Only teacher candidates who successfully pass Student Teaching I will be promoted to Student Teaching II. Descriptions of each student teaching assignment are given below:

□ **Student Teaching I – 7 units**

- This is a 5-day-per-week assignment.

- Monday through Thursday, the teacher candidate will leave the school site between noon and 1:00 p.m., depending on his/her schedule at Cal Poly; Friday, the teacher candidate will be at the school site all day.

- The teacher candidate completes a PACT Teaching Event, including videoing a lesson.

- The teacher candidate will teach through the last week of classes at Cal Poly.

- 7, 10, and 12-unit teacher candidates will be eligible to substitute teach for their cooperating teacher. See the University Supervisor for details.

□ **Student Teaching I – 10 units**

- This is a 4-day-per-week assignment, typically all day Monday through Thursday.

- The teacher candidate will teach through Thursday of finals week at Cal Poly.

- 7, 10, and 12-unit teacher candidates will be eligible to substitute teach for their cooperating teacher. See the University Supervisor for details.

□ **Student Teaching II – 12 units**

- This is a 5-day-per-week, all-day assignment.

- The teacher candidate will teach through finals week at Cal Poly.

- 7, 10, and 12-unit teacher candidates will be eligible to substitute teach for their cooperating teacher. See the University Supervisor for details.

All teacher candidates attend a student teaching seminar one day a week. On that day, the Teacher candidate may need to leave campus a bit early to reach Cal Poly in time for class. Check with the teacher candidate for the day and time of this seminar class. **Requests for early completion of student teaching will not be granted.**

Student Teaching Weekly Guidelines

These guidelines is designed to serve as a guide to the quantity and pace of student teaching. **The ultimate goal is to have the teacher candidate assume all duties and responsibilities for 2 weeks or more during each quarter of student teaching.** However, please note that when we say "or more" we have in mind assuming all, or nearly all, duties and responsibilities for 3 or 4 weeks and not 5 or more. Indeed, we would like the cooperating teacher to model new and evermore challenging lessons for the teacher candidate throughout the quarter, with the exception of the 2 weeks when the teacher candidate steps up to the full-time plate.

Abilities differ, classes differ, and cooperating teachers differ. It is not expected that an exact adherence to these guidelines will take place. If the teacher candidate feels that the pace is too fast or slow, it should be discussed with the cooperating teacher, then the university supervisor, and finally the Multiple Subject Coordinator, if necessary.

Teacher candidates in the second quarter of student teaching (EDUC 456 Student Teaching II) are expected to progress to full-time responsibilities at a **slightly** faster pace. At the same time, we should recall that the 12-unit teacher candidate stays at the school site 1 week longer than the 7-unit first quarter teacher candidate, and that specific 12-unit candidates may benefit from a slightly slower pace.

PART TIME STUDENT TEACHING

Week 1 – Required

- ☐ Observe cooperating teacher
- ☐ Interview cooperating teacher (wk 1)
- ☐ Demographic Profile
- ☐ Set up workspace with cooperating teacher
- ☐ Write letter of introduction to parents
- ☐ Introduce yourself to school personnel

Other

- ☐ Attend faculty meeting
- ☐ Develop seating chart
- ☐ Study curriculum materials
- ☐ Teach at least one lesson
- ☐ Take over at least one routine

Weeks 2-4 – Required

- ☐ Teach 2-3 lessons or 25% per day
- ☐ Plan when PACT lesson will happen with CT
- ☐ Observe, plan, and evaluate lessons as specifically directed by CT
- ☐ Plan weekly with CT
- ☐ Prepare for mid-quarter evaluation

Other

- ☐ Support and continue to observe CT
- ☐ Observe in other classrooms
- ☐ Lesson plans approval by CT

Weeks 5 & 6 – Required

☐ Participate in mid-quarter assessment

☐ Finalize plans for PACT teaching event teacher and locate video equipment

☐ Continue weekly planning with CT

☐ Student growth plan, if needed

Weeks 7-9 – Required

☐ Gradually assume full responsibility for 2 weeks including routines and teaching

☐ Make plans for final week of teaching

☐ Submit **PACT** at appropriate deadline

☐ Continue with growth plan, if needed

Other

☐ Observe in other classrooms

☐ Ask for letter of recommendation

☐ Consider asking principal to observe for a letter of recommendation

Final Week – Required

☐ Final evaluation conference

☐ Continue with most lessons

☐ Return all school property/materials

☐ Start making transition back to CT teaching the class

Other

☐ Visit other classroom/programs

Candidates may observe in other classrooms, or other programs, at any appropriate time throughout the quarter. Candidates should make every effort to participate in additional school opportunities such as Back to School Night, Open House, School Carnivals, etc.

FULL TIME STUDENT TEACHING

Week 1 – Required

☐ Observe cooperating teacher

☐ Interview cooperating teacher (wk 1)

☐ Demographic Profile

☐ Write letter of introduction to parents

☐ Introduce yourself to school personnel

☐ Set up workspace with cooperating teacher

Other

☐ Attend faculty meeting

☐ Develop seating chart

☐ Study curriculum materials

☐ Take over one or more routine(s)

☐ Teach at least one lesson

Weeks 2-4 – Required

☐ Teach 4-5 or 50% lessons per day

☐ Plan weekly with CT

☐ Observe, plan, and evaluate, as specifically

    directed by cooperating teacher

☐ Prepare for mid-quarter evaluation

Other

☐ Support and continue observing CT

☐ Observe in other classrooms

☐ Lesson plans approval by CT

Weeks 5 & 6 – Required

☐ Participate in mid-quarter assessment

☐ Teach at least 50-75% of the day

☐ Continue weekly planning with cooperating teacher

☐ Student growth plan, if needed

Weeks 7-9 – Required

☐ Assume all or most all lessons

☐ Continue with growth plan, if needed

☐ Make plans for final week of teaching

Other

☐ Observe in other classrooms

☐ Ask for letter of recommendation

☐ Consider asking the principal to observe

    for a letter of recommendation

Final Week – Required

☐ Start making transition back

☐ Final evaluation conference

☐ Return all school property/materials

☐ Continue teaching lessons.

Other

☐ Observe in other classrooms as needed

Candidates may observe in other classrooms, or other programs, at any appropriate time throughout the quarter. Candidates should make every effort to participate in additional school opportunities such as Back to School Night, Open House, School Carnivals, etc.

Cooperating Teacher Interview

Candidate's Name _____ School _____

Cooperating Teacher _____ Grade _____

Date(s) of Interview _____

☐ English Learner Authorized ☐ BCLAD
Cooperating Teacher's Email address (for survey purposes)*

_____

The Questions

Background Info
1. Could you tell me a bit about your background as an elementary school teacher?
   a. How long have you been at this school?
   b. Biggest joys?
   c. Greatest frustration?
   d. Do you have a favorite part of the curriculum?
2. Are there specials dates I should be aware of?
   a. If there will be state testing in this school during this quarter, when will it be?
   b. Will there be any special half days during this quarter?
   c. What holidays (dates) will your school be closed?
   d. Are there dates when you (as cooperating teacher) know you will be out of the classroom or school for professional responsibilities (MAR training or evaluation of other schools, special staff development training, etc.)?

Curriculum
3. How do you…
   a. Develop students' self esteem (confidence in their ability to succeed in school) and academic aspirations (the desire to finish high school or go on to college, etc.).
   b. Develop citizenship skills in your class.
   c. Engage in "multicultural" education.
4. What approaches do you use to teach
   a. READING
      i. What initial and ongoing assessment practices do you use in reading?
      ii. What have you found out about the home and community literacy practices of your students?
      iii. Which children receive special instruction and what does this instruction or services related to reading and writing consist of?
   b. MATH
      i. How is mathematics instruction organized in this class?
   c. TECHNOLOGY
      i. What experiences do your students have with computers and other technologies at your school?
      ii. What technology do you use in your classroom
      iii. Is there a computer lab? If so, who leads the lessons in the computer lab?
      iv. Is it clear to you who of your students spend time on computers at home?
   d. OTHER SUBJECTS
      i. Is music, art, and physical education a required part of the curriculum at this grade level in your school? If yes, what are children learning in these areas?
      ii. In what different ways does your classroom curriculum promote healthy nutrition and healthy living in general? During this quarter, would it be possible for me to teach one health-related lesson as well as one physical education lesson?

Students
5. What special programs or practices, if any, are in place in your school and/or classroom to promote the academic achievement of English learners? Which practice, if any, appears to be most successful?
6. Are there students in your class who receive special attention, instruction, or services for:
   a. Learning disabilities or capabilities and/or IEP
   b. Second Language Learners

       c.   Socio-economic status
       d.   Cultural, ethnic, or religious background
       e.   An individual behavior plan

Planning, Organization, and Management

7. If you form instructional groups in your class, how are they formed and why?
8. When student work is "graded" or evaluated, what type of criteria and procedures are employed?
9. If students are given homework in this class, what types of expectations and routines are involved?
    a. Is there a school wide homework policy?
    b. If yes, what are its key points?
10. What type of rewards and/or positive reinforcements do you employ in your classroom?
    a. Does your class have a set of rules and consequences? If yes, what are they?
11. What do you do to avoid conflicts and crisis situations in the classroom?

Procedures

12. At this school, what signals are used for fire drills and other emergency situations?
    a. What is the signal for a school-wide lockdown?
    b. What occurs after these signals are given?
13. What procedures/criteria were used to decide which students would be in this class?
    a. Who was involved in the selection process?
    b. At what point in the school year were these decisions made?
14. What do you consider to be your most important legal responsibilities?
    a. Does your principal or school district present you with a list of "legal" responsibilities?
    b. How do teachers become aware of their "legal" responsibilities?

Start of School

15. Please describe, in detail, three of four activities that are a regular part of your "first" day of the school year agenda, and explain why these are part of your Day 1 agenda.
16. When did you first have access to the school records of your students? How do you utilize these cards?

Evaluations

17. Are you observed and evaluated by the principal?
    a. If so, how often during the school year?
    b. Does the district have a specific approach to, or way of, observing and evaluating?
    c. If so, what do they call it?
18. Are new teachers (1-3 years) evaluated or treated differently than teachers with more experience (4-20 years)?

Performance Assessment for California Teachers

PACT (Performance Assessment for California Teachers) is a consortium of teacher preparation programs at over 30 public and private California universities. These institutions have joined together to develop a teacher performance assessment (TPA). Successful completion of the TPA is required to earn a California Preliminary Multiple Subject or Single Subject Teaching Credential. PACT assessments are organized into five categories: Planning, Instruction, Assessment, Reflection and Academic Language.

The purpose of the teaching event is to measure and promote candidates' abilities to integrate their knowledge of content, students, and instructional context in making decisions and to stimulate teacher reflection on practice. By probing candidate thinking about student learning through the critical analysis of student work samples, the assessments provide important opportunities for mentoring and self-reflection.

Focus on Student Learning

In the Teaching Event (TE), candidates demonstrate strategies to make content accessible to students and to support students in learning to read, write, and use academic language. Candidates will explain the thinking underlying their teaching decisions and analyze the strategies used to connect students with the content being taught. Candidates will examine the effects of their instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Learning Segment

For the elementary mathematics TE, candidates will plan a learning segment of about <u>one week</u> (approximately 3-5 hours of instruction). The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.

Teaching Artifacts and Analysis

Candidates will submit lesson plans, copies of instructional and assessment materials, one or two video clips of their teaching, a summary of whole-class learning, and an analysis of student work samples. Candidates will also write commentaries describing teaching context, analyzing their teaching practices, and reflecting on what they learned about their teaching practice and students' learning.

Role of the Cooperating Teacher

If your teacher candidate has decided to complete their PACT requirement in your classroom, the following are ways you can support their success.
- Assist in developing a timeline for the learning segment
- Make referrals to appropriate curriculum, materials or professional articles
- If needed, assist with dissemination and collection of video permission forms
- Offer to help with videotaping of instruction
- Resist the temptation to step in and assist with students during the learning segment
- Ask probing or clarifying questions that encourage deeper analysis and reflection

MSCP Student Teaching Assessment

During student teaching, all teacher candidates are assessed by their cooperating teacher and university supervisor at mid-quarter and at the end of the quarter. Thirty competencies, categorized within the six domain structure of the California Standards for the Teaching Profession, are measured in the **MS Student Teaching Assessment**. This instrument uses five rating levels:

- **BEGINNING (Level 1):** A level of professional development in which the teacher candidate continuously relies on day-to-day assistance from the cooperating teacher for support, guidance, and survival. A candidate functioning at this level may not be able to provide leadership for the classroom for 2 weeks, and thus may not receive credit for the course. At the end-of-quarter assessment, this candidate has approximately 25% of the competencies scored at the Beginning level.)

- **BEGINNING/INTERMEDIATE (Level 2)**

- **INTERMEDIATE (Level 3):** A level of professional development in which the teacher candidate still relies on the cooperating teacher for support but is becoming more self-directed and insightful regarding instructional and classroom management decisions.

- **INTERMEDIATE/ADVANCED (Level 4)**

- **ADVANCED (Level 5):** A level of professional development in which the teacher candidate is able to teach independently, internalizes what she/he has learned about teaching, and insightfully applies this knowledge in his/her classroom teaching.

The six domains (A-F) and 30 competencies in the MS Student Teaching Assessment are listed below in rubric format to assist you in deciding how to score your evaluation.

Domain A: Developing as a Professional Educator

1. Displays the ability to meet **professional**, legal, and **ethical** responsibilities. (Punctuality & Preparedness) **(TPE 12)**

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed
On a regular basis (approximately once per week), the candidate (a) arrives late for school assignments and/or (b) is late in handing in lesson plans for review and/or (c) leaves the assignment early without official permission from the Associate Dean.		On rare occasions, the candidate (a) arrives late for school assignments and/or (b) is late in handing in lesson plans for review and/or (c) will attempt to leave the assignment early.		The candidate (a) consistently shows up on time or early for school assignments, (b) consistently submits lesson plans, lesson sequences, etc., on time, according to dates set by cooperating teacher and university supervisor; and (c) consistently stays at assignment for the full length of time established by the university.		

2. Displays the ability to meet **professional**, **legal**, and ethical responsibilities. **(TPE 12)**

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed
The candidate, on a regular basis (approximately twice per week) submits lesson plans that lack (a) a clearly stated instructional objective; and/or (b) a logical assessment plan		The candidate, on rare occasions, submits lesson plans that lack (a) a clearly stated instructional objective; and/or (b) a logical assessment plan.		The candidate consistently submits lesson plans that have (a) clearly stated instructional objectives and (b) logical assessment plans		

3. Displays professional growth. **(TPE 13)**

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed
The candidate, on most occasions, lacks a program-wide portfolio that (a) contains appropriate content in most sections and (b) displays the candidate's growth from course to course and quarter to quarter.		The candidate, on most occasions, makes available a program-wide portfolio that (a) contains appropriate content in most sections and (b) displays the candidate's growth from course to course and quarter to quarter.		The candidate consistently makes available a program-wide portfolio that (a) contains appropriate content in most sections and (b) displays the candidate's growth from course to course and quarter to quarter.		

4. Collaborates with supervisory team to improve professional practice. **(TPE 12)**

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed
Follows the instructions of the		Shows some initiative in developing positive		Works constructively and proactively with		

cooperating teacher and university supervisor; displays little or no initiative in developing positive working relationships with cooperating teacher and university supervisor.	working relationships with cooperating teacher and university supervisor, collaborates with team to plan curriculum, coordinate resources, and solve problems.	cooperating teacher, university supervisor, and support staff to improve student learning and reflect on practice.

5. Reflects on teaching practice and utilizes insights to improve teaching. (TPE 13)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Begins to reflect on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.); insights and hypotheses resulting from reflection are not available or are difficult to understand.	Reflects on instructional successes and dilemmas as required by program; lists insights and hypotheses that result from reflection in a clear manner.	Consistently and proactively reflects on the relationship between teaching practice and student learning; attempts to improve students' learning by utilizing insights.

6. Establishes professional goals and identifies steps towards achieving goals. (TPE 13)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Pursues goals identified by the cooperating teacher and university supervisor; professional goals based on candidate's own self-assessment are unavailable or lack clear connection to the candidate's student teaching experience.	Sets goals based on self-assessment and other feedback; expands knowledge and skills through available professional development opportunities (e.g., workshops, post-observation conferences, seminars, interactive journals, etc.).	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and supervisory feedback; makes use of available professional development opportunities, and seeks out new opportunities to realize professional goals.

7. Balances professional and personal responsibilities and maintains a positive attitude. (TPE 13)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Displays an uneven, on-again/off-again, occasionally positive attitude in the classroom and/or displays limited understanding of professional responsibilities.	Maintains positive attitude and shows a good understanding of professional responsibilities; seeks support to balance professional responsibilities with other responsibilities.	Maintains a positive attitude throughout the quarter; shows a well-rounded understanding of professional responsibilities and balances professional responsibilities with other responsibilities.

Domain B: Making Subject Matter Comprehensible to Students

8. Demonstrates knowledge of subject matter content and students' academic development. (Lesson Plan Competence) (TPE 1)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Has partial (or incomplete) knowledge of subject matter and student development; promotes an understanding of key concepts in some lessons but not others.	Uses knowledge of subject matter and student development to identify and successfully teach key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear and coherent manner; considers students' cognitive and linguistic abilities and content knowledge as instructional plans are constructed.

9. Organizes curriculum to support student understanding of subject matter (TPE 1)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Demonstrates some knowledge of curriculum to support student understanding; connections to California content standards and frameworks are usually missing or misguided in lesson plans.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills and standards; the concepts, etc., usually relate to California content standards and frameworks.	Identifies key concepts, skills and units/themes to facilitate student understanding; these concepts, etc., reflect content in California standards and frameworks.

10. Interrelates ideas and information within and across subject matter areas. (TPE 1)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter, and is partially successful.	Identifies key concepts and skills in core curriculum and standards and successfully connects lessons to previous learning.	Connects key concepts, skills and themes within subject matter to the standards. Builds on prior lessons and knowledge of students' backgrounds. Successfully integrates subject matter across content areas.

11. Develops student understanding through instructional strategies that are appropriate to the subject matter; displays ability to get and keep students engaged in the learning process.(TPE 1, 5)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Attempts to use instructional strategies to make the content accessible to students, and is sometimes successful.	Matches one or more appropriate strategies to subject matter to effectively teach concepts and increase students' participation during lessons.	Consistently selects strategies appropriate to subject matter; strategies increase students' participation during lessons, encourage student understanding and critical thinking, and utilize students' interests, backgrounds, and growing ability to pose meaningful questions.

12. Uses content standards, materials, resources, and technologies to make subject matter accessible to students; displays ability to get and keep students engaged in the learning process. (TPE 1, 5)

☐ 0 ☐ 1- Beginning ☐ 2 ☐ 3- Intermediate ☐ 4 ☐ 5- Advanced ☐ Not Observed

Uses instructional materials, resources, and technologies that are available in	Uses instructional materials, resources, and technologies to present concepts and skills;	Consistently selects, develops, and utilizes appropriate instructional materials, resources,

classroom to support student learning; little or no attention paid to students' diversity characteristics and ways to ensure equitable access to knowledge for all students.	some materials and resources reflect students' diversity; also appropriately selects some materials to provide equitable access to subject matter.	and technologies to present concepts and skills; materials are responsive to linguistic diversity and other pertinent diversity characteristics of students; resources are made available to all students.

Domain C: Assessing Student Learning

13. Collects and uses multiple sources of information to assess student learning. (TPE 2)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Uses one or two sources of information to assess student learning and monitor student progress; occasionally selects inappropriate assessments and/or misinterprets data.	Utilizes two or more appropriate assessments to accurately monitor student progress.	Utilizes a variety of appropriate assessment tools to accurately monitor student progress and inform instructional decisions

14. Modifies instructional plans to adjust for student needs. (TPE 2)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Follows lessons as planned; finds it difficult to use informal assessment data to make adjustments during the lesson.	Adjusts lessons based on informal assessments of student understanding during lesson as well as students' performance during previous lesson; able to identify and address student misunderstandings.	Adjusts plans in advance to accommodate levels of skill and interests of most students; makes modifications during lessons to address misunderstandings and individual student performance.

15. Establishes and communicates learning goals to all students. (TPE 4)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Uses available textbooks, resources, and curriculum guidelines to develop learning goals; goals are communicated in a disorganized manner.	Identifies learning goals for lessons utilizing student content standards; goals communicated to students without checking for understanding.	Articulates goals based on student content standards; clearly communicates learning goals to students and checks students' understanding of goals.

16. Involves and guides all students in assessing their own learning; displays ability to get and keep students engaged in the learning process. (TPE 3, 5)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Checks and monitors work in progress; communicates with students about their progress through school-mandated procedures; little or no guidance provided to students regarding self-evaluation.	Provides students with feedback on work in progress as well as completed task; encourages some student involvement in correcting their own work.	Consistently provides students with guide-lines and rubrics to facilitate reflection, self-evaluation, enhanced academic achievement, and wider ranging class participation; consistently provides feedback to students regarding self-evaluation efforts and reflections pertaining to these efforts.

17. Uses the results of assessments to guide instruction. (TPE 3)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Assists in administering required assessments; recognizes student confusion and re-teaches material using the same techniques.	Uses information from some assessments to plan learning activities; checks for understanding with few students while teaching; addresses misunderstandings, using the same as well as new techniques.	Uses formal and informal assessments to plan lessons; regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.

18. Communicates with students about their progress (TPE 3)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Provides students with information about their progress through school-mandated procedures, such as grades on assignments and report cards.	Provides students with information about their current progress as they engage in learning activities in some but not all core subject areas.	Provides all students with information about their current progress and how to improve their work in most core subjects.

Domain D: Engaging and Supporting Students in Learning

19. Develops and sequences instructional activities and materials for student learning. (TPE 4)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Develops lessons to address a particular concept or skill utilizing available resources; little sequencing of lessons is evident; little or no attention paid to students' linguistic and other instructional needs.	At least half of the concepts and skills addressed taught in the context of a set of logically sequenced lessons; the lessons are informed by students' linguistic and instructional needs.	In most (practically all) lessons, concepts and skills are successfully taught in the context of logically sequenced lessons; materials are used wisely to promote student understanding of basic concepts and skills; makes strategic decisions informed by students' linguistic and other instructional needs.

20. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful. (TPE 6)

☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed

Focuses questions on facts and key concepts to support learning subject matter; little or no attention is paid to higher-level questions and challenging issues.	Asks critical thinking questions to help illuminate facts and key concepts of subject matter; shares some challenging issues within the subject matter with students on an occasional basis.	Engages students through activities and questioning strategies that develop skills in the identification and understanding of key concepts and challenging issues; supports most students in problem posing and problem solving.

21. Effectively employs ELD and/or SDAIE strategies to promote learning of language and subject matter content for English learners. (ELLs) **(TPE 7)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Articulates the components that help ELs acquire language rapidly (i.e., input, output, and interaction with others); articulates the two dimensions of language proficiency: Basic interpersonal communication skills (BICS) and cognitive academic language proficiency skills (CALPS).		Familiar with ELs identified language proficiency level (according to the California English Language Development Test, CELDT); plans and effectively implements ELD and/or SDAIE strategies to promote high levels of academic content and language achievements in some lessons.		Can both explain and implement a specific model for language and content learning (i.e., Guided Language Acquisition and Development [GLAD] and SDAIE model); can articulate a clear plan for helping ELs improve their reading, writing, and study skills; can show students how to acquire high levels of academic language and concepts which, in turn, will help to improve their ELD.			

22. Effectively employs instructional strategies to promote learning for learners with special needs (LWSN) **(TPE 6)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Selects strategies that occasionally (every 3rd lesson or less) promote learning for some LWSN in the classroom; can identify all LWSN.		Selects strategies which are usually successful in promoting learning for most LWSN in the classroom.		Selects strategies which successfully teach all LWSN most of the time.			

Domain E: Plans Instruction and Designs Learning Experiences for Students

23. Draws on students' backgrounds, and interests, and considers developmental learning needs. **(TPE 8)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.		Develops and gathers materials to supplement available resources; most lessons elicit students' prior knowledge and respond to students' interests and learning needs.		Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.			

24. Designs & writes daily and/or unit plans to foster student learning. **(TPE 9)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Plans for daily lessons and activities based on available materials, curriculum outlines and student content standards.		Plans for daily and weekly lessons with attention to short-term objectives and student content standards.		Develops short- and long-term plans that organize and link objectives and goals with learning activities and student content standards.			

Domain F: Creates and Maintains Effective Environments for Student Learning.

25. Maintains standards for student behavior. **(TPE 10)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Communicates rules and consequences; responds to disruptive behavior; focuses attention on presenting lessons.		Communicates expectations and consequences for student behavior; responds appropriately to disruptive behavior; recognizes and reinforces some positive behaviors.		Uses strategies that prevent or lessen disruptive behavior; consistently recognizes and reinforces positive behaviors; monitors behavior while teaching and during student work time.			

26. Plans and implements classroom procedures and routines that support student learning. **(TPE 10)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Utilizes and maintains some procedures to support student learning; students are aware of these procedures.		Helps students learn routines and procedures for most activities; the routines and procedures help to maintain an effective learning environment.		Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.			

27. Uses instructional time effectively. **(TPE 10)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Provides too much or too little time for learning activities, classroom business and transitions.		Provides adequate time for students to complete learning activities in most instances; develops some routines for classroom business and most transitions are efficiently managed; uses strategies to pace and adjust instruction to insure continual engagement.		Provides adequate time for presentation and for completion of learning activities in nearly all lessons; paces instruction and classroom business to maintain engagement; uses transitions to support engagement of most students.			

28. Maintains a physical environment that engages all students. **(TPE 11)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Assists cooperating teacher in arranging room for teacher accessibility to or visibility of students; movement and access may be restricted by barriers; room displays relate to the curriculum but are less than current.		Assists cooperating teacher in arranging and managing room for easy movement and access to resources; room displays represent current topics of study.		Designs movement patterns and access to resources to promote individual and group engagement; room displays are current and are used in learning activities.			

29. Maintains a climate that promotes fairness and respect. **(TPE 11)**							
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced		☐ Not Observed
Establishes rapport with individual students; acknowledges some incidents of unfairness and disrespect.		Builds caring relationships and rapport with most students; models equitable and respectful relationships; responds to unfairness and disrespect with one or two strategies.		Promotes caring and respectful relationships; responds to incidents of unfairness and disrespect in a timely and equitable manner; encourages students to respect differences.			

30. Promotes social development and group responsibility. **(TPE 11)**								
☐ 0	☐ 1- Beginning	☐ 2	☐ 3- Intermediate	☐ 4	☐ 5- Advanced	☐ Not Observed		

Encourages student responsibility for self; creates opportunities for individual students to have classroom responsibilities.	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs; students share in classroom responsibilities.	Promotes positive student interactions and acceptance of responsibilities as members of large and small groups; provides some opportunities for student leadership within the classroom.

Supervisor and Cooperating Teacher Comments

Areas of commendation:

Areas needing more attention/practice:

Teacher candidate's Comments

Goals for professional growth

School of Education
San Luis Obispo CA 93407

Multiple Subject
Substitute Employment Policy

POLICY

In order to serve as a substitute teacher during student teaching the candidate must have either:
1. Baccalaureate degree **or** be enrolled in courses that will lead to a BS degree at the end of Student Teaching I;
2. approval of the cooperating teacher, university supervisor, and principal;
3. an emergency 30-day substitute teaching permit from the appropriate county office of education.

In the Multiple Subject Credential Program, candidates:
1. can serve as substitute teacher in the first or second quarter of student teaching;
2. can substitute for up to 10 days in each of their student teaching assignments;
3. can begin their substitute teaching on Monday of the third week of student teaching;
4. cannot serve as a substitute teacher if such subbing will cause them to miss, or come late to, their seminar class or any other class they are enrolled in.

PROCEDURE

The teacher candidate must use this form to obtain signed approvals from the university supervisor, cooperating teacher, and principal. When completed, submit one copy to the Multiple Subject Coordinator and one copy to the School of Education's Student Information Center (02-120).

Approvals:

I, the undersigned, give my approval to (*name*)_____, who

isateachercandidatein(*school*)_____

to substitute teach in his/her assigned student teaching classroom during:

   [ ] Fall   [ ] Winter   [ ] Spring quarter

Cooperating Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

University Supervisor's Signature: _____

Date: _____

University Supervisor's Name (*PRINT*): _____

➔ **The teacher candidate is encouraged to keep a copy of this document**
in his/her Student Teaching Portfolio. ⬅

CAL POLY

School of Education
San Luis Obispo, CA 93407

Multiple Subject
Request Form for Non-Illness Absence from Student Teaching

1. The completed form **should be dropped off in the School of Education's Student Information Center (02-120)** at least 1 week prior to the date(s) in question.

2. The teacher candidate **must** have a plan for fully making up the missed day(s), and this plan has nothing to do with the 3 days set aside for possible illness.

3. The form **must** have the signature of the university supervisor and cooperating teacher before submission to the SOE Student Information Center (02-120). *To help provide for consistency in decisions made by individual supervisors, the university supervisor must discuss the plan with the Multiple Subject Coordinator before approving a request.**

4. Teacher candidates are expected to get permission from instructors of all courses they would miss.

Teacher candidate's Name   **Phone #**

Email

I am enrolled in: ☐ **EDUC 454 (7 unit)** ☐ **EDUC 434 (10 unit)** ☐ **EDUC 456 (12 unit)**

The day(s) & date(s)
of my request are:

What is your specific plan for making up the missed day(s)?

I approve the above request and plan
Cooperating Teacher   **Date**
University Supervisor   **Date**

* Teacher candidates can submit this form for review by the Multiple Subject Coordinator via email, but must follow procedures listed above; do not try to cut corners or negotiate private deals.