

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
 MULTIPLE SUBJECTS CREDENTIAL PROGRAM
 SUPERVISOR CHECKLIST**

The following items should be included when submitting your supervision folders at the end of the semester. Please include the dates items were completed if applicable.

Student Name: _____

	EDMS 562	EDMS 565 or 575
	Field Experience	Student Teaching
Informal Observation Form #1		
Informal Lesson Plan #1		
Informal Observation Form #2		
Informal Lesson Plan #2		
Informal Observation #3-optional		
Informal Lesson Plan #3-optional		
Midterm Professional Disposition Cooperating Teacher		
Midterm Professional Disposition University Supervisor		
Formal Observation Form #1		
Formal Lesson Plan #1		
Formal Observation Form #2		
Formal Lesson Plan #2		
Formal Observation Form #3		
Formal Lesson Plan #3		
Formal Observation Form #4		
Formal Lesson Plan #4		
Final Evaluation Cooperating Teacher		
Final Evaluation University Supervisor		
Other Documentation as needed. Please list on reverse side.		

TERM: _____

COOPERATING TEACHER: _____

SCHOOL: _____

**CSUCI
Fall 2008**

STUDENT TEACHING GRADE SHEET

University Supervisor Name: _____

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to: Field Placement Office
 Jacki Gilmore
 California State University Channel Islands
 One University Way Bell Tower West 1169
 Camarillo, CA 93012-8584

These must be listed in alphabetical order:

Student Teacher (Last Name, First Name)	Grade Earned in Student Teaching (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CSUCI
Spring 2009

STUDENT TEACHING GRADE SHEET

University Supervisor Name: _____

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to: Field Placement Office
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1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

California State University Channel Islands

Field Experience Time Report

(Use this form to document work for EDUC 521, EDMS 562 and SPED 562. Page 2 must be signed. Make a copy for your records & submit to Field Placement Office BTE 2715

Minimum of 14 Observations are required

Due no later than 12-14-07

Name: _____ Term _____

Grade and Subjects _____

School _____ School District _____

Cooperating Teacher _____ Email Address _____

Date/Time in/Time out	What I did in class today

I believe the above report to be substantially correct.

Signature of Candidate

Total _____ Hours

Signature of Cooperating Teacher

EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name _____ Date: _____
Grade / Name of School _____

RATING SCALE: 4 = All of the time 1 = None of the time
 3 = Most of the time N/O= Not Observed
 2 = On occasion

DIRECTIONS:

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was:

Comments

1.	punctual and dependable	4	3	2	1	N/O
2.	professional in appearance and manner	4	3	2	1	N/O
3.	enthusiastic about teaching and the students	4	3	2	1	N/O
4.	establishing rapport with all students	4	3	2	1	N/O
5.	willing to take initiative	4	3	2	1	N/O
6.	showing resourcefulness	4	3	2	1	N/O
7.	communicating clearly and effectively	4	3	2	1	N/O
8.	self-confident	4	3	2	1	N/O
9.	using sound judgment	4	3	2	1	N/O
10.	accepting feedback and suggestions	4	3	2	1	N/O
11.	working cooperatively with others	4	3	2	1	N/O
12.	demonstrating a willingness to take advantage of self-improvement opportunities	4	3	2	1	N/O

Please add additional comments on the back of this form

This evaluation was completed by: _____
(Cooperating Teacher's Signature)
on ____ / ____ / ____ (Date)

This evaluation was discussed with the candidate _____
(Candidate's Signature)



**California State University Channel Islands
Student Teaching Performance Evaluation**



__ Formative __ Summative

Term: Fall __ Spring __

__ EDMS 565

__ EDMS 575

Student Teacher _____ Date _____ Time _____ School _____

Cooperating Teacher _____ University Supervisor _____ Grade/Level _____

Subject/Class _____ Lesson Topic/Focus _____ Class Size _____

Teaching to: Individual __ Small Group __ Whole Class __ ELL __ IEP __ SPED __ BCLAD __ GIFTED __

Performance assessment completed by: University Supervisor __ Cooperating Teacher __

The four clusters of teaching skills and traits detailed below are aligned with the Teaching Performance Expectations of the California Commission on Teacher Credentialing (2001), as well as with the rubrics of the Performance Assessment for California Teachers (2006). In order to be recommended for a credential, the candidate must be Achieving Expectations (AE) in all four of the following areas by the end of the advanced student teaching experience.

Directions: Fill in the lines below to indicate performance levels for each skill/trait observed using check, plus, and minus symbols. (Key: + = exceeding expectations for a beginning teacher; √+ = achieving expectations for a beginning teacher; √ = approaching expectations; - = needs special attention.) Then fill in the box for each cluster of skills/traits to indicate the candidate's current level of achievement in each area (EE = Exceeding Expectations; AE = Achieving Expectations; AP = Approaching Expectations; SA = Needs Special Attention). **Attach additional sheets for your comments as needed. *Please note that the designation of Exceeding Expectations (EE) signifies an area of unusual strength for a beginning teacher.**

Performance levels:

EE = Exceeding Expectations (+) AE = Achieving Expectations (√+) AP= Approaching Expectations (√) SA = Needs Special Attention (-)
UN = Unobserved (please write UN in boxes to indicate any areas not assessed during a formative assessment)

<input type="checkbox"/>	A. Developing as a Professional Educator/Professional Dispositions	Assessor's Comments and Questions
	[CCTC Domain F / TPE 12-13]	
_____	1. Attends and completes regular contracted school days	
_____	2. Is consistently punctual and dependable	
_____	3. Is consistently professional in appearance and manner	
_____	4. Demonstrates poise and confidence	
_____	5. Demonstrates flexibility and adaptability	
_____	6. Exhibits enthusiasm and interest in teaching	
_____	7. Demonstrates respect for and positive relationship with <u>all</u> children	
_____	8. Uses sound judgment	
_____	9. Takes initiative and shows resourcefulness	
_____	10. Shows sensitivity to the needs and feelings of others	
_____	11. Communicates effectively (verbally, nonverbally, in writing)	
_____	12. Seeks to resolve problems directly and diplomatically	
_____	13. Actively cultivates a positive, professional relationship with university and school personnel	
_____	14. Accepts and uses constructive/critical feedback	
_____	15. Engages deeply in learning (self reflection, professional development)	

<input type="checkbox"/>	B. Instructional Planning and Assessment	Assessor's Comments and Questions
	[CCTC Domains B, C, D / TPE 1-3, 7, 9, 10]	
_____	1. Prepares appropriate lesson plan in advance (uses feedback to revise)	
_____	2. Bases plan on CA content standards, anti-biased/multicultural perspective	
_____	3. Connects lesson's assessment plan to standard(s)/objective(s)	
_____	4. Makes use of prior assessment data to plan instruction	
_____	5. Plans for differentiated instruction/assessment per students' talents, needs, learning modalities, and cultures	
_____	6. Designs activities that, taken together, will allow students to exercise a full range of cognitive processes	
_____	7. Demonstrates thoughtful, organized planning for using materials/technology	
_____	8. Incorporates strategies appropriate for effective, comprehensive instruction of English/other language learners	
_____	9. Allocates appropriate time for instructional activities and transitions	
_____	10. Creates opportunities for students to self assess	
_____	11. Notices patterns of understanding and errors	
_____	12. Gives students timely feedback on assignments and assessments	

C. Instructing Students and Supporting Learning

[CCTC Domains A, B, C, E / TPE 4-8, 10-11]

1. Makes CA content standards accessible to all students
2. Scaffolds learning experiences to facilitate the construction of new knowledge, skills, and understandings
3. Accommodates the special learning needs of all students (e.g., ELL, IEP, Gifted)
4. Varies activities for multiple learning styles and levels
5. Demonstrates familiarity with specific instructional strategies for teaching students with special learning needs (including ELL)
6. Facilitates students' cooperation and collaboration in various grouping strategies (large group, small group, pairs)
7. Encourages all students' active and equitable involvement in learning activities
8. Integrates literacy strategies with instruction in the content areas
9. Models appropriate oral, written, and nonverbal communication
10. Has effective eye contact, proximity, body language
11. Uses multiple and appropriate techniques to check for understanding
12. Uses effective questioning strategies to support children in connecting
13. Allows appropriate "wait time" for student responses
14. Modifies pacing as needed

D. Context and Environment for Learning

[CCTC Domain E / TPE 8, 10-11]

1. Knows students' names and backgrounds
2. Has positive rapport with all students
3. Facilitates mutual respect for students/teachers/other adults/cultures
4. Establishes effective routines and procedures
5. Communicates clear expectations
6. Manages orderly and effective transitions
7. Maintains a clean, safe, and well-organized environment
8. Aligns instruction and resources with students' developmental levels
9. Facilitates positive behavior to promote a productive learning environment

University Supervisors &/or Cooperating Teachers: Please indicate the status of this performance assessment.

- Formative assessment during **initial** student teaching experience
- Formative assessment during **advanced** student teaching experience
- Summative evaluation at the end of **initial** student teaching experience (please ensure that all four areas are thoroughly assessed)
 - Although the student is not required to be Achieving Expectations in all four areas at this point, is s/he making satisfactory progress to warrant a passing grade and recommendation to the next phase of student teaching? (Would you be willing to place your child or close relative in this person's advanced student teaching classroom?)
 Yes No
- Summative evaluation at the end of **advanced** student teaching experience (please ensure that all four areas are thoroughly assessed)
 - Summative evaluation: Is the student Achieving Expectations in all four areas named above? Yes No
 - Do you recommend this candidate for a teaching credential? (Would you be willing to place your child or close relative in this person's class during her/his first year of teaching?) Yes No

University Supervisor &/or Cooperating Teacher

Date

Receipt Acknowledged:

Multiple Subject Credential Candidate

Date

Multiple Subject Credential Candidate

Date

Mandatory Student Reflection: Please use as much of this space as you need to record your thoughts in response to the lesson you taught and the feedback you received from this formal observation. The more specific you can be here, the more prepared you will be to write your PACT commentaries. Refer to Blackboard for helpful writing prompts. This completed reflection must be emailed or handed to your university supervisor no later than three days following the formal observation which is being reflected upon.

Planning Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher.

1. What was the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the lesson important for your particular students to learn? (TPE 1)
2. What knowledge of your students' backgrounds, interests, and needs was most important in planning the instructional strategies, choosing materials, and sequencing the learning tasks in this lesson? (TPEs 4, 6, 7, 8, 9)
3. How did you plan to differentiate instruction and activities to meet the learning needs of all students? Were you successful? (TPEs 1, 4, 6, 7, 9)
4. What features of the learning and assessment tasks in your plan helped students to meet their specific language needs.¹ (TPE 7)

¹ Language demands include such things as grammatical structures, vocabulary, subject specific notation, or language conventions.

Instruction Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher. (If relevant, you may choose to include an explanation of events that occurred prior to or during the lesson that impacted your instructional decisions, the interactions that occurred between and among you and your students, and the learning that occurred.)

1. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating during the lesson. If specific routines or working structures were new to the students, how did you prepare students for them? (TPE 10)
2. In the instruction observed, how did you further the students' knowledge and skills and engage them intellectually in understanding concepts and participating in discourse? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)
3. Describe any language supports used to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. (TPEs 4, 7)
4. Reflect on what you learned as a result of having taught this lesson. How will you build upon successes and address missed opportunities in your future planning and teaching? (TPEs 9, 13)

Assessment Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher. (If relevant, you may choose to include an explanation of events that occurred prior to or during the lesson that impacted your instructional decisions, the interactions that occurred between and among you and your students, and the learning that occurred.)

1. Describe the strategies you used to monitor student learning during the lesson. What did students say or do that showed if they were progressing toward the lesson's learning objectives? (TPEs 2, 3)
2. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis. (TPE 3)
3. Summarize student learning across the whole class relative to your learning objectives or assessment criteria (e.g., rubric) in narrative and/or graphic form (e.g., table or chart). (You may choose to use the Assessment Chart available on Blackboard.) (TPEs 3, 5)
4. Based on the student performance, describe the next steps for instruction for the class. If different, describe any individualized next steps for students whose individual needs you identified. These next steps may include feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. Explain how these next steps follow from your analysis of the class or individual student performances. (TPEs 2, 3, 4, 13)



STATEMENT OF CONCERN

DETERMINATION OF CANDIDATE COMPETENCE

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CSUCI has adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in coursework, field experiences, or student teaching by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience or student teaching based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Director of Field Placements, the Coordinator of the Multiple Subject Credential Program, the course instructor or university supervisor and the cooperating teacher.

PROCESS FOR STATEMENT OF CONCERN

1. When an instructor, cooperating teacher, or university supervisor identifies a candidate as having difficulty in some area they should discuss the issues with each other (if applicable) and the student teacher.
2. In the case of field placement issues, if there is not sufficient change in the candidate's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, cooperating teacher and student teacher shall complete a *Statement of Concern and Plan of Action* form. In the case of coursework, if there is not sufficient change in the candidate's performance then the instructor shall complete the required form.
3. The form details the steps that the candidate will take to address the issues outlined. This creates a "plan of action."
4. The student, instructor or cooperating teacher and/or supervisor(s) and Program Coordinator sign the form. If the Program Coordinator is the instructor or supervisor then the Education Programs Chair will sign.
5. The student receives the original, a copy of the signed form is maintained in the Education Programs office and a copy maintained in the student's advising file.

The above process will be followed unless a more serious situation occurs that necessitates a candidate's removal from the school site. At this time a meeting of the candidate and the responsible parties (principal, cooperating teacher, university supervisor) with the Program Coordinator and Director of Field Placements is required. Written statements from the cooperating teacher and/or the principal are needed to document the behavior(s) of concern.

It is crucial that all university supervisors follow this procedure as soon as a significant concern arises so that we may insure quality and integrity in the Multiple Subject Credential Program.



STATEMENT OF CONCERN

**California State University Channel Islands
Teacher Credential Program**

Student Name _____ Term _____

Statement of Concern Submitted by: _____ Course _____

- Instructor
- Cooperating Teacher
- University Supervisor
- Other

Please list the concerns you have about this student.

Plan of Action

Goals of the plan in terms of what the student needs to do:

Plan

Student Signature _____ Date _____

Program Coordinator/Director of Field Placements Signature _____ Date _____



**California State University Channel Island
Cooperating Teacher Statement of Concern**

In an effort to maintain quality standards, please answer the following questions. In doing so, we are attempting to identify students who may be at risk and will need added attention in the coming weeks.

- 1. Please list any concerns you have about your student teacher.**

- 2. If you were to grade this student today, would it be ___ credit or ___ no credit?**

- 3. If you would identify this teacher as someone who you would grade with a no credit. Do you see in the weeks remaining that this student would be able to redeem enough to receive a passing grade?**

Additional comments:

Cooperating Signature _____ **Date** _____