

Cooperating Teacher Handbook
2024-2025



San Francisco State University
Department of Secondary Education Field Placement Office
1600 Holloway Avenue, Burk Hall 41
San Francisco, California 94132



**SAN FRANCISCO
STATE UNIVERSITY**

Graduate College of Education
San Francisco State University
Department of Secondary Education
Office of Student Field Placement

Dear Cooperating Teacher:

Thank you for partnering with the Department of Secondary Education at San Francisco State University to welcome a student teacher into your classroom. Your role as a supervisor and mentor in the preparation of our candidates is crucial to their development as future teachers. We sincerely hope the partnership you develop with your student teacher will benefit not only the candidate but you and your students as well.

This Cooperating Teacher Handbook is designed as a guide to support you and your candidate as they move into taking on more responsibilities in your classroom. We recommend general timelines recognizing that every student teacher and every classroom situation will vary in how they fit.

We request that you meet regularly with your student teacher to discuss and reflect upon the issues and questions that arise in daily classroom practice. We hope that the candidate's university's assignments will fit in with and enhance your established curriculum.

Your student teacher has been assigned a University Supervisor who will visit your school several times during the Fall and Spring Semesters and who will be available to confer with you upon request. During the Fall semester your student teacher should be increasingly taking on teaching responsibilities in preparation for three days of teaching during which they demonstrate their readiness to teach two classes in the spring. If at any moment you encounter any problems with your student teacher, please let their Supervisor and me know immediately. We are here to support you in your decision to mentor one of our student teachers. Please feel free to contact me if you have any questions.

Have a wonderful year,

Guilaine Salomon-Freeman, M.A.
Field Placement and Student Services Coordinator
guilaine@sfsu.edu / (415) 338-2800

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PARTNER SCHOOLS AND SELECTION OF COOPERATING TEACHERS

School Partnerships

Our partner schools serve a vital function by providing placement and preparation opportunities for Student Teachers. The California Education Code stipulates that teacher preparation sites adopt the State's core curriculum standards. We partner with schools with diverse demographics and that serve English learners along with those that are hard to staff. We truly appreciate the extra effort it takes to support the preparation of our student teachers.

To enhance student teacher preparation partner schools may:

- Introduce student teachers to the entire faculty at an early in the year faculty meeting,
- Include a brief write-up or picture in the school newsletter or bulletin,
- Provide space where student teachers can prepare lessons, confer with others, and securely place personal items,
- Collaborate with University Supervisors to identify and recruit qualified teachers interested in serving as Cooperating Teachers,
- Facilitate weekly meetings between Cooperating Teachers and Student Teachers, and
- Invite student teachers to school functions and in-service activities.

Qualifications for Cooperating Teachers

- A minimum of three years post credential teaching experience,
- A credential in the subject area they are teaching, and
- Completion of professional development in Student Teacher Preparation.

Selection of Cooperating Teachers

Although procedures vary from school to school, administrators generally follow the selection process below:

- The school principal or vice-principal and school department heads select qualified Cooperating Teacher candidates;
- At the school site, the Student Teacher may be given the opportunity to observe qualified Cooperating Teachers in their teaching area with the intent of finding a good "match;"
- Principals generally consider a Student Teacher's request(s) when making class placement(s) and Cooperating Teacher selection(s);
- The principal's placement decision is final.

Legal Limitations for Student Teachers

Please be aware of and respect the legal and procedural limitations of your Student Teacher and credential candidate's classroom responsibilities. California State law prohibits using credential candidates/Student Teachers as unpaid substitute teachers.

Student teachers can be paid, short term, as substitute teachers in their own subject area, in their assigned school, so long as arrangements are made so they can continue their work as Student Teachers. If a need for long-term substitution arises, the University Supervisor and

Field Placement Coordinator must immediately be informed. The Student Teacher may need to change programs, and they must discuss and negotiate a plan for completing the program with the Chair of the Department of Secondary Education.

Student Teachers/credential candidates may not cross picket lines or enter schools during labor disputes, industrial work actions, or strikes.

MENTORING AND SUPERVISING STUDENT TEACHERS

Roles and Responsibilities:

Basic Responsibilities

1. Supervise and support Student Teachers in the classroom at all times;
2. Communicate daily routines, tasks, procedures, rules, and policies;
3. Assure that the Student Teacher understands school procedures and rules;
4. Inform Student Teachers of faculty meetings and parent conferences, etc.;
5. Establish a regular schedule of observation and participation with agreed upon days and specific hours;
6. Institute a daily informal evaluation and discussion routine and a weekly formal evaluation and discussion period to review performance, lesson plans, long range planning, instructional strategies, methodology, and classroom management;
7. Mentor Student Teachers in all areas of curriculum delivery and instruction;
8. For the Three-Day Solo teaching event, formally evaluate and complete The Evaluation Form (FORM E) at the end of the Fall Semester (SED 640). For the Spring Semester, complete two formal evaluations (midterm & final) on The Evaluation Form (FORM E). If necessary, additional evaluations may be required.

Further Roles and Responsibilities

Additional expectations for mentoring and supporting your Student Teacher/credential candidate to the best of your ability;

1. Collaborate with fellow teachers, administrators, staff, and students to support your Student Teacher;
2. Communicate with University Supervisor regarding Student Teacher progress;
3. Comply with SF State practices and procedures and meet program expectations;
4. Immediately inform the University Supervisor of problems and areas of concern;
5. Provide timely written documentation of your Student Teacher's performance to SFSU.

Building Professional Responsibility

We recommend that Cooperating Teachers also share administrative responsibilities with Student Teachers so the Student Teacher may be more likely to understand what it is like to be a full-time teacher. These may include record keeping, preparing reports, extra-curricular assignments, professional development activities, participation in department and faculty meetings, and attendance at appropriate school functions. Generally your Student Teacher is like your shadow—observing and participating (to the extent appropriate) in school activities.

One limitation on Student Teacher participation in activities that take place after school hours is that the timing cannot interfere with the Student Teacher's participation in their university classes. An exception to this rule is that Student Teachers are expected to attend the scheduled Back-to-School nights for parents.

Length of Commitment

Cooperating Teachers generally make a one to one-and-a-half-year commitment to mentoring a Student Teacher and helping them to achieve a level of proficiency that qualifies them for entry into the teaching profession. Cooperating Teachers and University Supervisors collaboratively evaluate each credential candidate's student teaching and suitability for the teaching profession, bearing in mind that students in SED 640 observe and participate with the Cooperating Teacher present at all times, while credential candidates enrolled in SED 660 teach two courses under the instruction and guidance of their Cooperating Teachers.

Student Teachers are expected to spend the entire school year observing in their assigned school, from pre-school meetings in August to the turning in of grades at the end of May or early June. During this time they are also taking classes at SF State, but our classes start later in August, end in mid-May, and do not meet during the month of January. January is an especially important time period, because most schools are ending the Fall semester and beginning the Spring semester, Student Teachers will be transitioning from observers to student teaching in two classes.

Student teachers should begin teaching two classes at the beginning of the Spring semester. The California Commission on Teacher Credentialing (CTCC) requires two distinct classroom experiences to earn a single subject credential. We recommend that each student teacher work with two cooperating teachers who teach different levels or areas of their subject where possible. If student teachers work only with one Cooperating teacher they must still fulfill the two distinct class experience requirements.

Strategies for Success

Successful collaborations require continuous communication; we recommend that Cooperating Teachers plan daily meetings or check-ins with their student teacher.

Successful strategies used during the observation/participation semester, SED 640, include the following:

1. Providing the student teacher with access to all curriculum materials for the course;
2. Collaborating on planning daily activities;
3. Soliciting lesson ideas from the Student Teacher;
4. Working on instructional unit plans with the Student teacher;
5. Explicitly reviewing classroom management strategies;
6. Directing the student to observe alternative teaching methods and strategies by observing other teachers;
7. Having the Student Teacher observe diverse groups of students and teachers, (for example: support classes, ELD, students with special needs, advanced placement and international Baccalaureate classes, classes at other grade levels), and discussing the merits of different teaching strategies in weekly meetings;
8. Once confident that a Student Teacher has the ability to assume more responsibilities, allowing and encouraging them to undertake duties and responsibilities commensurate with their increasing skill level;
9. As early in the semester as possible, encouraging the Student Teacher to lead a warm-up or other short part of a lesson. The Student Teacher does not need to teach the whole lesson at this time;
10. Arranging for the Student Teacher to team teach or co-teach some lessons.
11. As the semester progresses encouraging the student teacher to teach longer portions of lessons and whole lessons in preparation for their three-day trial run later in the semester;
12. Planning ahead with the Student Teacher to set up the Three-Day-Solo teaching event to take place ahead of the Thanksgiving break;

Additional strategies for the student teaching semester, SED 660, include:

13. Providing further guidance in identifying appropriate and creative curriculum materials;
14. Carefully reviewing attendance and other classroom policies and procedures, such as grading philosophy, record keeping, parental communication strategies and boundaries;
15. Reviewing and discussing classroom management methods during weekly conferences;
16. Facilitating Supervisor observations by staying in contact and joining in follow-up discussion;
17. Flexibility in the timing for and selection of curriculum materials for use during the Candidate's Performance Assessment.
18. Coaching the Student Teacher in addressing specific Teaching Performance Expectations (TPEs).

Teaching Methods and Teaching Styles

As a qualified Cooperating Teacher, you have developed a style of teaching and interacting with students that is successful for you. Style is often a function of personality. Cooperating Teachers

should model their teaching style and approach but give their Student Teacher an opportunity to explore and develop their own style.

We describe teaching methods as using alternative approaches for organizing classrooms and for facilitating the learning of subject matter. Alternative classroom organizations can include whole group instruction, small group problem solving and discussion, individual work, white-board groups, debate teams, etc. Alternative methods for facilitating learning include inquiry, direct instruction, reflection, practice, etc. Student teachers need opportunities to work within several different classroom organizations and to explore and practice a variety of teaching methods for facilitating learning that are appropriate to their subject areas.

Teacher Performance Assessment (EdTPA)

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative task designed to assess a candidate's proficiency in all six of California's Teacher Performance Expectations (TPE's) in order to demonstrate their readiness to teach in California's diverse classrooms.

During a student's participation in our single subject credential program, they will be guided through the tasks necessary for them to complete and submit their teaching event for evaluation. This event includes plans, assessment, and video recording of their instruction during an articulated unit of instruction. This teaching event is designed around their specific academic or special subject area.

They will be submitting this event to a scoring system for scoring via a digital portal. Although they will be guided through this process by faculty in the credential program, the work itself on the teaching event must be their own. In fact, they will be required to sign a document indicating that the work on the Teacher Performance Assessment is strictly their own.

Most Student Teachers are aiming to complete this task in March or early April in order to submit in time for scoring. While the work to prepare, teach, and assess during this set of lessons must be their own, your flexibility in relation to the timing for this event and any support that you or your school can give for video recording will be much appreciated.

OBSERVATION AND EVALUATION

Frequency of Observations and Evaluation

Cooperating Teachers are always in the classroom with credential candidates in the observation and participation phase of their practicum (during SED 640). Cooperating Teachers gradually taper away from their direct supervision/observation of second semester (SED 660) credential candidates in the student teaching phase of their practicum.

- Cooperating Teachers typically conduct classroom observations and provide feedback on a daily basis at the beginning of each semester.
- In the Spring, as the Student Teaching semester progresses and credential candidates demonstrate greater mastery, Cooperating Teachers may extend the time between observations.
- When credential candidates experience problems, Cooperating Teachers provide daily observation, accompanied by clearly written evaluative feedback. If the intervention is effective, Cooperating Teachers gradually reduce their direct observation.
- If a student teacher does not respond to evaluative feedback, the Cooperating Teacher must contact the University Supervisor and Field Placement Coordinator to discuss the situation with the candidate and plan further assistance.

A daily mini-conference with Student Teachers reduces misunderstandings and helps the Student Teacher to reflect on and improve their teaching.

“Shadowing” Between SF State Semesters

The California Commission on Teacher Credentialing, Senate Bill 2042 requires Credential Candidates to observe and shadow their Cooperating Teacher for two weeks. The best time for them to do this is usually during January when classes have not yet resumed at SF State. During the time Student Teachers are shadowing they are expected to:

- Observe their cooperating teacher throughout each teaching day for two full weeks.
- Assist their cooperating teacher (but not assume primary responsibility for instruction) in classes that the candidate is not teaching.
- Continue with their own assigned classes through their two-week observation.

Calendar for Cooperating and Student Teachers

Fall	August/mid-September Student teachers get acquainted with their schools, meet teachers, and observe classes. By mid-September Cooperating Teachers are determined, and students continue observing on a regular basis and begin participating more fully in the classes of the Cooperating Teacher(s).
	Mid-September/mid-October By the end of September your Student Teacher should be starting to lead class sessions as often as you think feasible. They may start with shorter activities or parts of lessons such as warm-ups and gradually increase their responsibility for leading class sessions through October. During this time the Student Teacher will need to provide video clips of their instruction for their Classroom Environment and Curriculum and Instruction courses, and their Supervisor will do an in-person or video observation.

	<p>Mid-October to End of November</p> <p>Student Teachers should be taking on increasing responsibility for leading class sessions in preparation for the Three-Day teaching event where they will be working with you to coordinate, schedule, and plan three days (or equivalent class time) of articulated instruction that they will teach. The three days for the solo teaching event should be scheduled before the Fall Recess in November. Both the Supervisor and the Cooperating teachers observe and evaluate these sessions and complete the formal evaluation and observation on “The Evaluation Form” (FORM E).</p>
	<p>December</p> <p>Complete “End of First Semester Progress Report & Teacher Expectations (FORM B)” to verify classes the Student Teacher will teach for the Spring Semester. Work with the Student Teacher on planning for the Spring semester.</p>
Between Semesters	<p>January</p> <p>Student Teachers start teaching their two classes before the SF State semester starts. Continue to observe and support their efforts as they get started. January is also a good time for them to complete their two-week shadowing exercise, while they are not attending classes at SF State.</p>
Spring	<p>February/early March:</p> <p>Continue or taper off on observations as needed. Continue to consult regularly. The Student Teacher will need to record video clips of their teaching for analysis in their Professional Perspectives and Practices and their Curriculum and instruction classes and to plan for the teaching event for their Performance Assessment (EdTPA). The Teaching Performance Expectations (TPE’s) on the EdTPA are the same as the TPEs on the “The Evaluation Form” (FORM E). Any support you can provide in clarifying what Student Teachers need to do to meet these will contribute to their success.</p>
	<p>Mid-March/early April</p> <p>Student Teacher submits their Performance Assessment. Cooperating Teachers complete a mid-semester observation and evaluation discussion with their Student Teacher, and they complete one of the “Short Evaluation Form” (FORMS D₁ or D₂), or “The Evaluation Form” (FORM E), or a written set of recommendations. The University Supervisor will complete an observation and evaluation on “The Evaluation Form” (FORM E).</p>
	<p>April to mid- May</p> <p>University Supervisor completes the final observation on “The Evaluation Form” (FORM E). Cooperating Teacher(s) completes the final full evaluation on “The Evaluation Form” (FORM E), including recommendations for the Student Teacher as a beginning teacher. University Supervisor reviews SED 660 final Evaluations in exit meeting and signs off on the student teacher’s Individual Development Plan as a beginning teacher.</p>

Evaluation Reporting Forms

During the Fall semester, evaluations are generally carried out through informal discussions, written notes or emails, or use of one of the “Short Evaluation Forms” (FORMS D₁ or D₂). Cooperating Teachers are expected to provide one full Evaluation and Observation Report on the “The Evaluation Form” (FORM E), to report their observations and recommendations following the Three-Day Teaching event. During the first semester most candidates are just beginning their practice as teachers and their scores on these documents are 1’s or 2’s. By the end of SED 640 they should be scoring mostly 2’s, maybe some 3’s. The scores should reflect the credential candidate’s growth over the year of observing and student teaching.

At this point in the year there may not have been opportunities to observe and evaluate every sub-category of the performance expectations. Those not yet observed can be marked n/a. The University Supervisor will also provide a full evaluation and observation report on “The Evaluation Form” (FORM E) following the teaching event and meet with the Cooperating Teacher to discuss the Student Teacher’s progress and readiness to teach two classes in the Spring. The Student Teacher should keep copies and make sure that both of these reports are submitted to the Field Placement Coordinator.

At the end of the Fall semester, after you and the University Supervisor have observed and evaluated the Student Teacher’s Three-Day teaching event and before they begin student teaching, your Student Teacher should bring you the “End of First Semester Progress Report & Teacher Expectations” (FORM B) for your review and signature. The purpose of this form is to verify the credential candidates’ student teaching assignment for the Spring.

During the Spring semester Cooperating Teachers complete and submit two written evaluations, one can be informal, a set of written recommendations or one of the “Short Evaluation Forms” (FORMS D₁ or D₂), or on “The Evaluation Form” (FORM E). A complete evaluation and observation report on the on “The Evaluation Form” (FORM E) is required at the end of the semester.

By the end of the Student Teaching Semester (and SED 660) the credential candidate’s teaching and participation in the profession must meet at least level three (3) in all categories to pass SED 660 and receive SF State’s recommendation for a preliminary credential. Again, the Student Teacher or Supervisor will need to submit both the Cooperating Teacher evaluations and the Supervisor evaluations to the Field Placement Coordinator.

This Handbook is subject to change without notice.

APPENDIX – REQUIRED FORMS

FORM B – End of First Semester Progress Report & Teacher Expectations

Student Teachers are responsible for completing and submitting this form. They should complete it and bring it to their Cooperating Teachers for review and approval before beginning their final semester of Student Teaching.

FORMS D₁ and D₂ – Short Evaluation Forms for use mid-semester

There are two Short Evaluation Form options for use by Cooperating Teachers and University Supervisors for mid-semester evaluations. These forms are not used for the final observation in either semester. The evaluation is to be discussed with the student teacher before it is submitted to the University Supervisor for review, who will in turn forward the report to the Field Placement Office.

FORM E – The Evaluation Form – Long Form (or EROD)

For Cooperating Teacher/University Supervisor to use this form for the final observation in both SED 640 and SED 660. This form may also be used for any mid-semester evaluations. The evaluation is to be discussed with the student teacher before it is submitted to the University Supervisor for review, who will in turn forward the report to the Field Placement Office. Credential candidates should keep copies of all evaluation forms, especially the final evaluation form for SED 660 Student Teaching. This final evaluation form includes a statement of the credential candidate's Individual Development Plan (IDP) which districts reference when providing support for beginning teachers.



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FORM B – End of First Semester Progress Report & Teacher Expectations

Required: Complete and submit this report by the end of December before beginning the Spring Semester of student teaching. List each class you plan to teach. It will clarify the planning and preparation before beginning the Spring Semester student teaching responsibilities and provide for mutual understanding among the student teacher, cooperating teacher(s), and the university supervisor.

Course	Class Assignment and Teacher	Period	Time	Dates

Weekly Meeting/Planning Times: _____

Candidate & Cooperating Teacher Expectations

To the Cooperating Teacher:

Your contribution to the education of future teachers is a critical part of teacher preparation. The Secondary Education Department at SFSU is indebted to you for the opportunities and experience you give our student teachers. Identifying, discussing, agreeing upon, and recording mutual expectations helps to clarify expectations and solidify relationships between student and mentors. Discuss this with the student teacher and sign.

☐

Please check the box if you are attaching written list(s) of expectations to this document.

Cooperating Teacher/Student Teacher Statement of Expectations: We discussed our respective expectations for the cooperating teacher and student teacher working relationship. I agree to supervise the above single subject credential candidate.

COOPERATING TEACHER _____
SIGNATURE PRINT NAME DATE

CANDIDATE TEACHER _____
SIGNATURE PRINT NAME DATE

UNIVERSITY SUPERVISOR _____
SIGNATURE PRINT NAME DATE

Submit by the end of Fall Semester to: Guilaine Salomon, Field Placement Office, SFSU, Burk Hall 41, guilaine@sfsu.edu.

Note: Confirmation of email sent/received from the sender/recipient will be accepted in lieu of original, wet ink signature.



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FORM D₁ - Short Evaluation Form

This form can be used for first early observations in SED 640 and for mid-semester observations during SED 660. The Evaluation Form (FORM E) is required for 3-day class observation in SED 640 and the final evaluation in SED 660.

Student: _____ Observation Date: _____

Supervisor: _____ Subject: _____

Observation context:

___ In person classroom session

___ Video Recording

___ Attended online class session

Focus TPE(s) assessed: State specific TPE(s) along with performance level for each. (Add rows to table if needed)

Specific TPE x.x	Brief Description (underlined part of TPE description)	*Perform Level

*Performance level:

- 1: Candidate is not yet making progress toward proficiency in implementing.
- 2: Candidate is developing expected proficiency in implementing TPE_____.
- 3: Candidate meets expected proficiency in implementing TPE_____.
- 4: Candidate exceeds expected proficiency in implementing TPE_____.

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Brief description of observation:

Recommendations for Candidate referencing evidence from the observation aligned with the focus TPE(s):

UNIVERSITY SUPERVISOR/
COOPERATING TEACHER/
SITE SUPERVISOR

SIGNATURE

PRINT NAME

DATE

CANDIDATE TEACHER

SIGNATURE

PRINT NAME

DATE

Submit completed report to: the university supervisor for review, who will in turn forward the report to the Field Placement Office.

Note: Confirmation of email sent/received from the sender/recipient will be accepted in lieu of original, wet ink signature.



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Mid-Semester Evaluation Form D₂

(NOTE: The evaluator may use this form or the standard Evaluation Form for mid-semester evaluations. This is not to be used for the final observation). This evaluation form is based on the California “Teaching Performance Expectations” (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:

- 1=NC, NOT CONSISTENT with Standard Expectations for Beginning Practice: the student teacher provides LITTLE OR NO EVIDENCE of effective teaching practice in this category.
- 2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.
- 3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.
- 4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH QUALITY EVIDENCE of effective teaching practice in this category.
- N/A=NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score.

Important Notes:

1. Evidence of student teaching performance comes in three forms: observation, conferencing, and documents. **Observation** can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues and parents. **Conference** discussions can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. **Document analysis** can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.
2. N/A, NOT AVAILABLE at this time, may appear more frequently on the mid semester Evaluation. It should appear only rarely on the Final Evaluation.
3. The MID-SEMESTER EVALUATION is for formative assessment only. A rating of “NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)” for an indicator in any area denotes a critical need for attention prior to the Final Evaluation period.
4. If any ratings of 1’s or 2’s are given for the overall TPE score, it is required that the university Supervisor and or Cooperating Teacher, share specific feedback in the Comments Box at the end of each TPE rubric, in order for the candidate to make improvements.
5. Students must earn an overall rating of 3 or 4 for each TPE in order to successfully complete student teaching in the spring semester.
6. If there is a difference in opinion between the Cooperating Teacher and University Supervisor for the final assessment, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC).

**Evaluation Report For Observations And Documents (EROD)****University Supervisor or Site Supervisor:****Candidate's Name:**

Last Name

First Name

Evaluation Date:**Academic
Year****Semester:****Fall****Spring****Placement:**

District

School

Area of Instruction:

Grade Level

Subject



TPE 1 – Engaging and Supporting All Students in Learning

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning

N/A	1	2	3	4
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2. Maintains 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.

N/A	1	2	3	4
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3. Connects subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.

N/A	1	2	3	4
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4. Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design 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.

N/A	1	2	3	4
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5. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

N/A	1	2	3	4
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6. Provides 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 between 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.

N/A	1	2	3	4
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7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

N/A	1	2	3	4
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8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4
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Overall Score ____

Comments:



TPE 2 - Creating and Maintaining Effective Environments for Student Learning

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice

N/A = not available at this time

The teacher candidate as a beginning teacher:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where adults and peers treat each student fairly and respectfully.

N/A

1	2	3	4
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2. Create physical/online-learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

N/A

1	2	3	4
---	---	---	---

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

N/A

1	2	3	4
---	---	---	---

4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

N/A

1	2	3	4
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5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom.

N/A

1	2	3	4
---	---	---	---

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.

N/A

1	2	3	4
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Overall Score ____

Comments:

**Overall Teaching Effectiveness Assessment – Individual Development Plan (IDP)****COMMENTS—Synthesis of feedback**

1. Three areas of strength:

■

■

■

2. Three areas where improvement is needed:

■

■

■

3. Other comments on Overall Teaching Effectiveness:

■

■

■

**Score Legend:**

1 = Not consistent with standard expectations; **2** = Developing beginning practice;
3 = Proficient beginning practice; **4** = Exceptional Beginning practice

OVERALL TEACHING EFFECTIVENESS RATING

A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2. D, DEVELOPING BEGINNING PRACTICE in this section on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential. The student must receive a score of **Proficient Beginning Practice** or **Exceptional Beginning Practice** to receive full credit for student teaching.

N/A	1	2	3	4
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UNIVERSITY
 SUPERVISOR/
 COOPERATINGTEACHER/
 SITE SUPERVISOR

SIGNATURE

(PRINT NAME)

DATE

CANDIDATE TEACHER

SIGNATURE

(PRINT NAME)

DATE

Note: Confirmation of email sent/received from the sender/recipient will be accepted in lieu of original, wet ink signature.





Graduate College of Education - SFSU
Department of Secondary Education



SAN FRANCISCO
STATE UNIVERSITY

The Evaluation Form

(NOTE: This form may be used for mid-semester evaluations. It must be used for the final observation). This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:

- 1=NC, NOT CONSISTENT with Standard Expectations for Beginning Practice: the student teacher provides LITTLE OR NO EVIDENCE of effective teaching practice in this category.
- 2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.
- 3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.
- 4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH QUALITY EVIDENCE of effective teaching practice in this category.
- N/A=NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score.

Important Notes:

1. Evidence of student teaching performance comes in three forms: observation, conferencing, and documents. **Observation** can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues and parents. **Conference** discussions can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. **Document analysis** can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.
2. N/A, NOT AVAILABLE at this time, may appear more frequently on the mid semester Evaluation. It should appear only rarely on the Final Evaluation.
3. The MID-SEMESTER EVALUATION is for formative assessment only. A rating of "NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)" for an indicator in any area denotes a critical need for attention prior to the Final Evaluation period.
4. If any ratings of 1's or 2's are given for the overall TPE score, it is required that the university Supervisor and or Cooperating Teacher, share specific feedback in the Comments Box at the end of each TPE rubric, in order for the candidate to make improvements.
5. Students must earn an overall rating of 3 or 4 for each TPE in order to successfully complete student teaching in the spring semester.
6. If there is a difference in opinion between the Cooperating Teacher and University Supervisor for the final assessment, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC).

**Evaluation Report For Observations And Documents (EROD)****University Supervisor or Site Supervisor:****Candidate's Name:**

Last Name

First Name

Evaluation Date:**Academic
Year****Semester:****Fall****Spring****Placement:**

District

School

Area of Instruction:

Grade Level

Subject



TPE 1 – Engaging and Supporting All Students in Learning

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning

N/A

1	2	3	4
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2. Maintains 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.

N/A

1	2	3	4
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3. Connects subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.

N/A

1	2	3	4
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4. Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design 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.

N/A

1	2	3	4
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5. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

N/A

1	2	3	4
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6. Provides 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 between 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.

N/A

1	2	3	4
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7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

N/A

1	2	3	4
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8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.

N/A

1	2	3	4
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Overall Score ____

Comments:



TPE 2 - Creating and Maintaining Effective Environments for Student Learning

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where adults and peers treat each student fairly and respectfully.

N/A

1	2	3	4
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2. Create physical/online-learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

N/A

1	2	3	4
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3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.

N/A

1	2	3	4
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4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

N/A

1	2	3	4
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5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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Overall Score ____

Comments:



TPE 3 - Understanding and Organizing Subject Matter for Student Learning

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice

N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.

N/A

1	2	3	4
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2. Use knowledge about students (e.g. IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

N/A

1	2	3	4
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3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

N/A

1	2	3	4
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4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways.

N/A

1	2	3	4
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5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.

N/A

1	2	3	4
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6. Adapt subject matter curriculum, organization, and planning to support the academic language acquisition and 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.

N/A

1	2	3	4
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7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security.

N/A

1	2	3	4
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Overall Score ____

Comments:



TPE 4 - Planning Instruction and Designing Learning Experiences for All Students

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

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.

N/A

1	2	3	4
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2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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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/504 plans.)

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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Overall Score ____

Comments:



TPE 5 - Assessing Student Learning

Score Legend:

1 = Not consistent with standard expectations; **2** = Developing beginning practice; **3** = Proficient beginning practice; **4** = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics.

N/A

1	2	3	4
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2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

N/A

1	2	3	4
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5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

N/A

1	2	3	4
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6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities.

N/A

1	2	3	4
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7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, and use this information in planning instruction.

N/A

1	2	3	4
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8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

N/A

1	2	3	4
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Overall Score ____

Comments:



TPE 6 - Developing as a Professional Educator

Score Legend:

1 = Not consistent with standard expectations; 2 = Developing beginning practice; 3 = Proficient beginning practice; 4 = Exceptional Beginning practice
N/A= not available at this time

The teacher candidate as a beginning teacher:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students.

N/A

1	2	3	4
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2. Recognize their own values and biases, the ways in which these values and biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students, including acts of intolerance and harassment such as bullying or racism.

N/A

1	2	3	4
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3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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5. 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. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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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.

N/A

1	2	3	4
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Overall Score ____

Comments:



Overall Teaching Effectiveness Assessment – Individual Development Plan (IDP)

Note: The candidate should provide the university supervisor's final EROD (including IDP) to the clear/induction program in the school district upon employment, per CTC guidelines. The purpose is to bridge the university's credential program and the clear/induction program in the school district to guide and support the early years of employed teaching.

COMMENTS—Synthesis of feedback

1. Three areas of strength:

-
-
-

2. Three areas where improvement is needed:

-
-
-

3. Other comments on Overall Teaching Effectiveness:

-
-
-

**Score Legend:**

1 = Not consistent with standard expectations; **2** = Developing beginning practice;
3 = Proficient beginning practice; **4** = Exceptional Beginning practice

OVERALL TEACHING EFFECTIVENESS RATING

A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2. D, DEVELOPING BEGINNING PRACTICE in this section on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential. The student must receive a score of **Proficient Beginning Practice** or **Exceptional Beginning Practice** to receive full credit for student teaching.

N/A	1	2	3	4
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