SINGLE SUBJECT CREDENTIAL
COOPERATING TEACHER HANDBOOK 2026

SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF SECONDARY EDUCATION
1600 HOLLOWAY AVENUE, BH 43
SAN FRANCISCO, CALIFORNIA 94132

The Cooperating Teacher Handbook provides information on the Single Subject credential program on mentoring, supervising and evaluating the student teacher. For more information on the program including university policies, please refer to the Single Subject Credential Student Teaching Handbook.

2026 v1

IMPORTANT CONTACTS

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INTRODUCTORY INFORMATION FOR THE COOPERATING TEACHER

Thank you for your interest in and commitment to serving as a Cooperating Teacher for the student teachers at SFSU. Your many years of classroom teaching and the depth of experience you bring are invaluable to teachers in training. We are confident that our student teachers will greatly benefit not only from your career in education, but also from the many "tricks of the trade" you share to help prepare today's secondary education students.

Your mentorship of emerging educators plays a vital role in teacher preparation and has a lasting impact on the many students they will go on to teach. We truly appreciate your dedication, time, and support of the next generation of teachers.

Building Professional Responsibility

We recommend that Cooperating Teachers gradually share administrative and professional responsibilities with Student Teachers so they may gain a comprehensive understanding of the duties of a full-time teacher. These responsibilities may include record keeping, report preparation, extracurricular assignments, professional development activities, participation in department and faculty meetings, and attendance at appropriate school functions.

In general, the Student Teacher functions as a professional "shadow," observing and participating—when appropriate—in the full range of school-related activities.

One limitation on Student Teacher participation in after-school activities is that such commitments must not interfere with required university coursework. An exception to this guideline is that Student Teachers are expected to attend scheduled Back-to-School nights for parents.

Cooperating Teacher Length of Commitment

Cooperating Teachers typically make a one- to one-and-a-half-year commitment to mentoring a Student Teacher and supporting their development toward proficiency for entry into the teaching profession. Cooperating Teachers and University Supervisors collaboratively evaluate each credential candidate's student teaching performance and overall suitability for the profession.

Credential candidates enrolled in **SED 640** always observe and participate in classroom activities with the Cooperating Teacher present. Candidates enrolled in **SED 660** teach two classes under the instruction and guidance of their Cooperating Teacher.

Student Teacher Length of Commitment

Student Teachers are expected to spend the entire school year at their assigned school site, beginning with pre-school meetings in August and continuing through the completion of grading at the end of May or early June.

During this time, Student Teachers are also enrolled in coursework at SFSU. University classes begin later in August, conclude in mid-May, and do not meet during the month of January. January is an especially important period, as many schools are concluding the fall semester and beginning the spring semester. During this transition, Student Teachers typically move from observation to actively student teaching in two classes.

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

TWO AND THREE SEMESTER CREDENTIAL PROGRAMS

There are two Single Subject Credential Programs at SFSU:

Two-semester program: Students are placed at the school site with their cooperating teacher(s) for the fall and spring semesters. The university supervisor is assigned to supervise and evaluate the student teacher. They are the liaison with the cooperating teacher and SFSU. Details of the requirements and obligations are outlined in the *SFSU Single Subject Credential Student Teacher Handbook.*

Three-semester program: Students who begin the single subject credential program in the spring semester begin their observations at the school site. Students are not assigned a university supervisor; however, the Student Placement and Intern Coordinator is the university contact if a need arises. Students will be required to fulfill their observation hours and explain what was done during that time. The cooperating teacher will certify this information.

At the end of their first semester, students will continue in the two-semester program. Student teachers may receive a job offer from the district and may wish to pursue an Intern Credential. The requirements are outlined in the *SFSU Single Subject Intern Teacher Guide*.

STRATEGIES FOR STUDENT TEACHER SUCCESS

Student teachers will be assigned course work based on their observations and experiences in the classroom. Successful collaborations depend on ongoing and consistent communication. Having a scheduled daily or regular check-in is vital to the daily progress of the student teacher.

Fall Semester Student Teaching: At the beginning of the fall semester, here are some successful strategies to engage and work with your student teacher:

- Provide the student teacher with access to all curriculum materials for the course.

- Collaborate on the planning of daily activities and lessons.
- Solicit lesson ideas and instructional input from the student teacher.
- Work together on instructional unit plans.
- Explicitly review classroom management strategies.
- Encourage observation of alternative teaching methods by visiting other teachers' classrooms.
- Arrange opportunities to observe diverse student populations and instructional settings (e.g., support classes, ELD, students with special needs, Advanced Placement and International Baccalaureate classes, and other grade levels), followed by reflective discussion during weekly meetings.
- Gradually increasing the student teacher's responsibilities as confidence and skill develop.
- Encourage the student teacher early in the semester to lead a warm-up or brief portion of a lesson.
- Arrange opportunities for team teaching or co-teaching.
- Increase instructional responsibility over time in preparation for the three-day solo teaching experience.
- Plan for the three-day solo teaching event before the fall recess.

Spring Semester Student Teaching:
Student Teachers begin teaching two classes at the start of the spring semester. The California Commission on Teacher Credentialing (CCTC) requires two distinct classroom teaching experiences to earn a Single Subject Credential.

Whenever possible, student teachers work with two cooperating teachers who teach different grade levels or subject areas. If a student teacher works with only one cooperating teacher, they are to meet the requirement with two distinct classroom teaching experiences.

Additional strategies for the second semester include:
- Provide guidance in identifying appropriate and creative curriculum materials.
- Review classroom policies and procedures, including attendance, grading philosophy, record keeping, and parent communication strategies and boundaries.
- Discuss classroom management approaches during weekly conferences.
- Follow up with the university supervisor in observations and participate in follow-up discussions.
- Demonstrate flexibility in curriculum timing and selection for the Education Performance Teachers Assessment, the edTPA
- Coaching the student teacher in addressing specific Teaching Performance Expectations (TPEs).

Teaching Methods and Teaching Styles

As a Cooperating Teacher, you have developed a teaching style and approach to interacting with students that is effective for you. Teaching style is often influenced by personality and experience. Cooperating Teachers are encouraged to model their own instructional style while also allowing Student Teachers the opportunity to explore and develop their own teaching identities.

Teaching methods refer to the approaches used to organize classrooms and facilitate learning. Classroom structures may include whole-group instruction, small-group problem solving and discussion, individual work, whiteboard group activities, debate teams, and similar formats.

Methods for facilitating learning may include inquiry-based instruction, direct instruction, guided reflection, and structured practice.

Student Teachers benefit from working within a variety of classroom organizations and from practicing multiple teaching methods appropriate to their subject areas. Exposure to this range of approaches supports their professional growth and prepares them to meet the diverse needs of students.

PARTNER SCHOOLS AND SELECTION OF COOPERATING TEACHERS

Partner schools serve a vital role by providing placement and preparation opportunities for Student Teachers. The California Education Code requires that teacher preparation programs adopt and implement the State's core curriculum standards. In alignment with these requirements, we partner with schools that reflect diverse student populations, including those serving English language learners and schools that are traditionally hard to staff. These partnerships ensure that Student Teachers gain meaningful, real-world experience in a variety of educational settings.

Role of partner schools may:
- Introduce student teachers to the entire faculty at the beginning of the school year.
- 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.
- Invite student teachers to school functions and in-service activities.

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

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.

MENTORING AND SUPPORTING ROLES FOR COOPERATING TEACHERS

Basic Responsibilities
- Always Supervise and support Student Teachers in the classroom.
- Communicate daily routines, tasks, procedures, rules, and policies.

- Assure that the Student Teacher understands school procedures and rules.
- Inform Student Teachers of faculty meetings and parent conferences, etc.
- Establish a regular schedule of observation and participation with agreed upon days and specific hours.
- 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.
- Mentor Student Teachers in all areas of curriculum delivery and instruction.

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.

Mentoring and supporting your Student Teachers
- Collaborate with fellow teachers, administrators, staff, and students to support your Student Teacher.
- Communicate with University Supervisor regarding Student Teacher progress.
- Comply with SFSU's practices and procedures and meet program expectations.
- Immediately inform the University Supervisor of problems and areas of concern.
- Provide timely written documentation of your Student Teacher's performance to SFSU.
- Teaching Methods and Teaching Styles.

As a cooperating teacher, you have developed a teaching style and approach to interacting with students that is effective for you. Teaching style is often influenced by personality and experience. Cooperating teachers are encouraged to model their own instructional style while also allowing student teachers the opportunity to explore and develop their own teaching identities.

Teaching methods refer to the approaches used to organize classrooms and facilitate learning. Classroom structures may include whole-group instruction, small-group problem solving and discussion, individual work, whiteboard group activities, debate teams, and similar formats. Methods for facilitating learning may include inquiry-based instruction, direct instruction, guided reflection, and structured practice.

Student teachers benefit from working within a variety of classroom organizations and from practicing multiple teaching methods appropriate to their subject areas. Exposure to this range of approaches supports their professional growth and prepares them to meet the diverse needs of students.

TWO WEEK SHADOW STUDENT TEACHER REQUIREMENT

California Commission on Teacher Credentialing (CCTC SB 2042) requires Student Teachers to observe and "shadow" their Cooperating Teacher for **two weeks**. The optimal period for this is **January**, when SFSU classes are on Winter Recess.

During shadowing, Student Teachers are expected to:
- Observe the Cooperating Teacher throughout the school day for two full weeks.
- Assist in classrooms where they are not yet teaching, without assuming primary instructional responsibility.

- Continue with their own assigned classes while completing the two-week observation.

This shadowing period helps Student Teachers understand classroom routines, instructional strategies, and the broader responsibilities of teaching before they assume full teaching duties.

THE EDTPA:
QUICK REFERENCE FOR COOPERATING TEACHERS

The edTPA, Education Teachers Performance Assessment is a state-required summative assessment that evaluates a credential candidate's proficiency in all six California Teacher Performance Expectations (TPEs). Successful completion is required for earning a California teaching credential.

What does the Student Teacher submit?
The edTPA teaching event includes:
- Lesson plans for an articulated unit of instruction
- Assessments and analysis of student learning
- Video recordings of classroom instruction
  All materials are specific to the Student Teacher's subject area.

Who completes the work?
- All planning, instruction, assessment, and written analysis **must be the Student Teacher's own work**.
- Faculty provide guidance, but direct editing or authorship by others is not permitted.
- Student Teachers must sign a verification affirming independent work.

When does the edTPA occur?
- Most Student Teachers complete the teaching event in **March or early April** to allow time for scoring.

How can Cooperating Teachers support the process? Cooperating Teachers may support Student Teachers by:
- Providing flexibility in scheduling the teaching event
- Allowing video recording of lessons (in accordance with school/district policies)
- Assisting with classroom logistics (e.g., seating arrangements, pacing considerations)
- Answering general questions about curriculum or classroom routines

Important boundaries
- Cooperating Teachers should **not** plan lessons, design assessments, or edit written edTPA materials.
- Feedback should remain general and instructional, not task-specific or directive.

Why your support matters
Your flexibility and logistical support help ensure that Student Teachers can complete the edTPA successfully while maintaining the integrity of the assessment process.

PROTOCOLS AND EFFECTIVE STUDENT TEACHER OBSERVATIONS

SED 640 (Observation and Participation Semester):
- Cooperating Teachers are always present in the classroom with credential candidates.
- Daily classroom observation and feedback are typical at the beginning of the semester.
- Cooperating Teachers provide guidance to help Student Teachers reflect on teaching strategies and classroom management.
-

SED 660 (Student Teaching Semester):
- Cooperating Teachers gradually reduce direct supervision as Student Teachers demonstrate increasing mastery of teaching responsibilities.
- As the semester progresses, observations may become less frequent.
- Daily mini conferences are recommended to provide feedback, clarify expectations, and encourage reflection.
- If a Student Teacher encounters difficulties, Cooperating Teachers resume daily observation and provide clear, written evaluative feedback.
- If a Student Teacher does not respond to feedback, the Cooperating Teacher must contact the University Supervisor and Field Placement Coordinator to develop a plan for additional support.
-

Tips for Effective Observation:
- Schedule short daily or weekly conferences to review lessons and reflect on teaching.
- Focus feedback on instructional strategies, classroom management, and student engagement.
- Encourage Student Teachers to self-reflect on their lessons and set goals for improvement.

SEMESTER OUTLINE FOR EVALUATIONS

Fall Semester Evaluations (SED 640)

- **Informal Feedback:** During the fall semester, evaluations are generally provided through informal discussions, written notes, emails, or use of the **Short Evaluation Forms (FORMS D1 or D2)**.
- **Three-Day Teaching Event:** Cooperating Teachers are expected to submit **one full Evaluation and Observation Report** using **The Evaluation Form (FORM E)** after the Student Teacher's Three-Day Teaching Event.
  - Early in the semester, most Student Teachers are beginning their teaching practice and may receive scores of 1 or 2.
  - By the end of SED 640, scores should generally be 2's, with occasional 3's, reflecting growth throughout the semester.
- **Unobserved Categories:** If certain sub-categories of the Teacher Performance Expectations (TPEs) have not yet been observed, mark them as **n/a**.
- **University Supervisor Role:** The University Supervisor will also submit a full evaluation on **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.

- **Documentation:** The Student Teacher should keep copies of both the Cooperating Teacher and University Supervisor evaluations and ensure they are submitted to the **Field Placement Coordinator**.
- **End-of-Semester Verification:** Before beginning Spring student teaching, the Student Teacher should bring the **End of First Semester Progress Report & Teacher Expectations (FORM B)** for review and signature. This form verifies the student teaching assignment for the spring semester.

Observing (Shadowing) the Cooperating Teacher for Two Weeks

California Commission on Teacher Credentialing (SB 2042) requires Student Teachers to observe and "shadow" their Cooperating Teacher for **two weeks**. The optimal period for this is in **January**, when SFSU classes are on Winter Break. This shadowing period helps Student Teachers understand classroom routines, instructional strategies, and the broader responsibilities of teaching before they assume full teaching duties.

During shadowing, Student Teachers are expected to:
- Observe the Cooperating Teacher throughout the school day for two full weeks.
- Assist in classrooms where they are not yet teaching, without assuming primary instructional responsibility.
- Continue with their own assigned classes while completing the two-week observation.

Spring Semester Evaluations (SED 660)

- **Ongoing Feedback:** Cooperating Teachers complete and submit **two written evaluations** during the semester.
- One evaluation may be informal, through written recommendations, Short Evaluation Forms (FORMS D1 or D2), or FORM E.
- **End-of-Semester Evaluation:** A **complete Evaluation and Observation Report (FORM E)** is required at the end of the semester.

Passing Requirements and Submission

- By the end of SED 660, the Student Teacher's teaching and professional participation must meet **at least Level 3 in all categories** to pass the course and receive SFSU's recommendation for a preliminary credential.
- Both Cooperating Teacher and University Supervisor evaluations must be completed. The University Supervisor will submit these to the department office.

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.
	Mid-October to End of November: 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).
	December: 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.
Between Semesters	*January:* Student Teachers start teaching their two classes before the SFSU 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 SFSU. Students Teacher complete the *Observing (Shadowing) the Cooperating Teacher* Requirement (FORM B).
Spring	*February, early March:* 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.

	Mid-March, early April 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).
	April to mid-May 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.

Forms in Word format

APPENDIX – REQUIRED FORMS

FORM B – End of First Semester Progress Report & Teacher Expectations   **14**
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 <u>before</u> beginning their final semester of Student Teaching.

FORM C - Observing (Shadowing) the Cooperating Teacher for Two Weeks   **15**
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 to do this is during January when classes have not yet resumed at SFSU. The student teacher is responsible to initiate and file this information.

FORMS D$_1$ and D$_2$ – Short Evaluation Forms for Mid-Semester1   **16 and 18**
There are two Short Evaluation Form options for use by Cooperating Teachers and University Supervisors for mid-semester evaluations. These forms are <u>not</u> 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.

FORM E – The Evaluation Form – Long Form (or EROD)   **24**
For Cooperating Teacher and the University Supervisors use this form for the final observation in both first semester (SED 640) and second semester (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.

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This Handbook is subject to revisions and change without notice.

SAN FRANCISCO
STATE UNIVERSITY

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 the University Supervisor.

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

SAN FRANCISCO STATE UNIVERSITY

FORM C - Observing (Shadowing) Your Cooperating Teacher for Two Weeks

Required: The California Commission on Teacher Credentialing, Senate Bill 2042 requires the Credential Candidate to observe (shadow) their Cooperating Teacher during the entire school day for the equivalent of two full weeks. For most candidates the best time to do this will be in January when there are no SFSU classes. Candidates must provide and confirm the dates they completed their two-week shadow/observation. With the cooperating teacher's direction, the credential candidate:

A. Observes their cooperating teacher throughout each teaching day for two full weeks.

B. Continues to teach their own assigned classes through their two-week observation.

C. Assists their cooperating teacher (but does not assume primary responsibility for instruction) in classes that the candidate is not teaching.

Dates of two-week full day observation: _____

COOPERATING TEACHER_____
                                SIGNATUR E   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.

Submit report to the University Supervisor.

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

San Francisco State University

FORM D$_1$ - 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.

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 report to the University Supervisor.

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

Mid-Semester Evaluation Form D$_2$

(**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:

- o 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.
- o 2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.
- o 3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.
- o 4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH-QUALITY EVIDENCE of effective teaching practice in this category.
- o 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 <u>knowledge of students</u>, 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

2. Maintains <u>ongoing communication with students and families</u>, 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

3. Connects subject matter to <u>real-life contexts and provide hands-on experiences</u> to engage student interest, support student motivation, and allow students to extend their learning.

N/A	1	2	3	4

4. Uses a variety of <u>developmentally and ability-appropriate instructional strategies</u>, 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

5. Promotes <u>students' critical and creative thinking</u> 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

6. Provides a <u>supportive learning environment for students' first and/or second language acquisition</u> 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

7. Provides students with opportunities to access the curriculum by <u>incorporating the visual and performing arts</u>, as appropriate to the content and context of learning.

N/A	1	2	3	4

8. <u>Monitors student learning and adjusts instruction</u> while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4

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

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

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

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

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:
- o 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.
- o 2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.
- o 3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.
- o 4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH-QUALITY EVIDENCE of effective teaching practice in this category.
- o 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 (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 <u>knowledge of students</u>, 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

2. Maintains <u>ongoing communication with students and families</u>, 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

3. Connects subject matter to <u>real-life contexts and provide hands-on experiences</u> to engage student interest, support student motivation, and allow students to extend their learning.

N/A	1	2	3	4

4. Uses a variety of <u>developmentally and ability-appropriate instructional strategies</u>, 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

5. Promotes <u>students' critical and creative thinking</u> 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

6. Provides a <u>supportive learning environment for students' first and/or second language acquisition</u> 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

7. Provides students with opportunities to access the curriculum by <u>incorporating the visual and performing arts</u>, as appropriate to the content and context of learning.

N/A	1	2	3	4

8. <u>Monitors student learning and adjusts instruction</u> while teaching so that students continue to be actively engaged in learning.

N/A	1	2	3	4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 <u>uses of different types of assessments</u> (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

2. Collect and analyze <u>assessment data from multiple measures</u> and sources to plan and modify instruction and document students' learning over time.

N/A	1	2	3	4

3. <u>Involve all students in self-assessment and reflection</u> 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

4. <u>Use technology, as appropriate, to support assessment</u> administration, conduct data analysis, and communicate learning outcomes to students and families.

N/A	1	2	3	4

5. Use <u>assessment information in a timely manner</u> to assist students and families in understanding student progress in meeting learning goals.

N/A	1	2	3	4

6. Work with specialists to <u>interpret assessment results</u> 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

7. Interpret <u>English learners' assessment</u> 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

8. <u>Use assessment data to establish learning goals and to plan</u>, differentiate, make accommodations and/or modify instruction.

N/A	1	2	3	4

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

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

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

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

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

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

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

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 CCTC 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

UNIVERSITY
SUPERVISOR/
COOPERATINGTEACHER/
SITE SUPERVISOR

_____
SIGNATURE   (PRINT NAME)   DATE

CANDIDATE TEACHER _____
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