

**University Supervisor Check List for Education Specialists**  
**(Student Teacher with Cooperating Teacher)**

Supervisor Name: \_\_\_\_\_

Candidate Name: \_\_\_\_\_ PI \_\_\_ or PII \_\_\_

Mild to Moderate Credential \_\_\_ or Moderate to Severe Credential \_\_\_

Cooperating Teacher:

\_\_\_\_\_ School: \_\_\_\_\_

**Please check and attach evidence of the following for each candidate's file:**

\_\_\_\_\_ **Phase-in Schedule of Student Teaching Responsibilities** (Credential Candidate, Cooperating Teacher & Supervisor)

\_\_\_\_\_ **Field Assignment Tracking Form** (Credential Candidate, Cooperating Teacher)

\_\_\_\_\_ **Timesheet & Absence Report Forms** (Credential Candidate, Cooperating Teacher & University Supervisor)

\_\_\_\_\_ **SDAIE Techniques and Practices** (Credential Candidate)

\_\_\_\_\_ **4 Observation Forms** (Supervisor)

\_\_\_\_\_ **2 Observation forms** (Cooperating Teacher turn in to University Supervisor)

\_\_\_\_\_ **Initial Three-Way Conference Forms** (Supervisor)

\_\_\_\_\_ **Mid-Semester Three-Way Conference Form** (Supervisor)

\_\_\_\_\_ **Final Three-Way Conference Checklist** (Supervisor)

\_\_\_\_\_ **Letter of Reference, if applicable** (Supervisor & Cooperating Teacher)

\_\_\_\_\_ **Self-evaluation TPE/Disposition Form** (Credential Candidate & Cooperating Teacher)

\_\_\_\_\_ **CORE/TPE/Disposition Evaluation Form** (Supervisor, Cooperating Teacher)

\_\_\_\_\_ **Exit Interview and Induction Preview Sheet: PII only in Final semester** (Credential Candidate, Cooperating Teacher & Supervisor)

<p><b>PHASE I: Weeks 1 - 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Orientation</b></li> <li>• <b>Observation</b></li> <li>• <b>Participation</b></li> </ul>	<p><u>WEEK ONE - TWO</u></p> <ul style="list-style-type: none"> <li>• Learns students names</li> <li>• Becomes familiar with rules &amp; routines</li> <li>• Observes instruction, follows lesson plans prepared by CT</li> <li>• Help with roll taking, handing out/collecting material, recording grades, supervision outside classroom</li> <li>• Becomes familiar with self-care needs of students and assists with them (e.g. hygiene, feeding, toileting).</li> </ul> <p><u>WEEK TWO - THREE</u></p> <ul style="list-style-type: none"> <li>• Begins limited Instruction-administering tests, tutoring, conducting short, informal segments of the lesson, reading stories to class after lunch. <ul style="list-style-type: none"> <li>• Tutors individual students or small groups as assigned by CT</li> </ul> </li> <li>• Constructs teaching aids and helps with classroom bulletin boards or other instructional material</li> <li>• Becomes familiar with content to be taught later in the semester.</li> </ul>	
<p><b>Phase II: Weeks 3 to 7/8</b></p> <ul style="list-style-type: none"> <li>• <b>Assumes Partial Responsibility</b></li> <li>• <b>Teaches lessons</b> for observation and feedback from Supervisor and CT</li> </ul>	<ul style="list-style-type: none"> <li>• Manages routine tasks.</li> <li>• Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Writes detailed lessonplans.</li> <li>• Continues to develop instructional materials for lessons.</li> <li>• Receives specific feedback &amp; suggestions on instructional performance CT and university</li> </ul>	
<p><b>Phase III: Weeks 7/8 to 13/14</b></p> <ul style="list-style-type: none"> <li>• <b>Maintains Partial Responsibility</b></li> <li>• <b>Completes a Two “Turnaround” Days</b> (see description below)</li> </ul>	<p><b><u>Initial Semester:</u></b></p> <ul style="list-style-type: none"> <li>• Continues with duties from previous phases.</li> <li>• <i>Develops instructional outline plan with Cooperating Teacher for 5-day solo</i></li> </ul>	<p><b><u>Final Semester:</u></b></p> <ul style="list-style-type: none"> <li>• Continues with duties from previous phases.</li> <li>• Develops instructional outline plan with Cooperating Teacher for 15-day solo (<b>final semester</b>).</li> <li>• Completes “2 day</li> </ul>
<p><b>Phase IV: Weeks 14/15 to 18</b></p> <ul style="list-style-type: none"> <li>• <b>Completes official Solo Teaching (10-day minimum)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continues with duties from previous phases.</li> <li>• Implements an effective discipline plan, including contacting parents if necessary.</li> <li>• Assumes partial responsibility for developing the instruments for student evaluation.</li> <li>• Completes details of planning for solo.</li> <li>• Completes solo teaching.</li> <li>• Recommends student progress on IEP goals to CT</li> </ul>	
<p><b>PHASE I – Orientation/Observation/Participation – Weeks 1 - 3</b></p> <ul style="list-style-type: none"> <li>• Attends 3-way conference and sets goals.</li> </ul>		

- Becomes familiar with rules, regulations, and procedures of classroom, develops skill in communicating rules to pupils.
- Becomes familiar with physical features of buildings.
- Becomes acquainted with and learns names of pupils, becomes aware of friendships and sub-groups and with unique needs of individuals.
- Observes instruction, following lesson plans prepared by CT.
- Participates in classroom routine (roll taking, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.
- Instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates to some extent in related activities i.e., faculty meetings, athletic events, student clubs.
- Tutors individual students or small groups as assigned by CT.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Becomes comfortable with the Concurrent/Education Specialist Candidate Professional Competencies that include the Teacher Performance Expectations (TPEs).
- Become familiar and assist with hygiene and everyday self care of students in class (i.e. assisting with feeding, grooming and toileting).

#### **PHASE II – Assuming Partial Responsibility – Weeks 3 - 7/8**

- Increases efforts to identify student characteristics and to relate instruction to individual students, meets with individual students having problems, determines how to utilize special student talents.
- Manages routine tasks.
- Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Write detailed lesson plans or instructional programs.
- Continues to develop instructional materials for lessons including visuals, schedules and manipulatives.
- Participates in faculty meeting, parent teacher conferences, IEP meetings, etc.
  - Continues to maintain, time sheets and begins to establish career file.
- Asks CT and university supervisor for specific feedback on instructional performance.
- Develops instructional outline plan with CT for solo (**5-day first semester and 10-day final semester**).

#### **PHASE III – Partial Responsibility & Complete a Two-Day Turnaround Experience – Weeks 7/8 - 13/14**

- Maintains partial responsibility for planning, preparing materials, and delivering instruction, monitoring student progress, and evaluation.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for solo.
  - Continues to build resource file.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Attends final 3-way conference.

## **The “Turnaround” Experience**

In the first semester of student teaching you will do a 5-day student teaching solo experience. This is to prepare you for your three-week student teaching experience during your final semester in the program. During the initial semester you will not have a “turnaround” experience. During your final semester of student teaching you will complete a “Two-day Turnaround” experience, in preparation for the three-week solo teaching. This will consist of two days in which the credential candidate will be the primary instructor for 80% - 100% of the instructional day. To the degree possible, the credential candidate should be the primary instructor under the CT's supervision for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. For only very short periods of time during the “Two-day Turnaround” should the credential candidate be left alone to be in charge of the classroom. At this point the credential candidate should, with approval and direct guidance of the CT and university supervisor, assume responsibility for scheduling use of any other personnel in the program and also take the responsibility for ensuring that students get to appointments at their assigned times.

**PHASE IV – Complete a Solo Teaching Experience—Initial semester 5 days – Final semester 15 days- weeks: 15 to 18**

### **Credential Candidate:**

Everything Phase III, and...

- Completes details of planning for solo.
- Completes solo teaching.
- Recommends student grades to CT.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Completes evaluation of University Supervisor.
- Attends final 3-way conference.

**FIELD ASSIGNMENT TRACKING FORM for Education Specialists**

**Candidate:** \_\_\_\_\_ **PI or PII** **Grade Levels:** \_\_\_\_\_

**Setting:** Mild to Moderate or Moderate to Severe (circle one) **School:** \_\_\_\_\_

ASSIGNMENTS	DATE	CT'S INITIALS
At beginning of practicum, review Practicum Requirements, Professional Expectations and Practicum Checklist with Cooperating Teacher.		
Review the TPE and Disposition rubrics and set goals for the semester.		
Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, social). Know services for which students qualify (OT, PT, SLP). Know students' English language proficiency levels.		
Using a small binder or electronic format, collect school site documents regarding policies, procedures, curricula used, and school calendar/events schedule.		
Attend staff development and/or grade level meetings.		
Attend at least two faculty meetings		
<u>Attend at least two Individualized Education Plan (IEP) meetings and at least one Student Study Team (SST) meeting in primary placement.</u> Candidate name is required to be on the IEP meeting announcement and meeting attendance approved by school administration.		
Participate in scheduled parent conferences as applicable.		
Participate in yard duty or bus or lunchroom assignments in conjunction with the Cooperating Teacher. (Candidates placed at secondary schools: alternative assignment if necessary.)		
Write a parent letter for opening of solo teaching and submit to CT for approval.		
Maintain Lesson Plan Book and Weekly Lesson Plan Format in hard or electronic format. Maintain accurate timesheets.		
Moderate/Severe: Learn self-help schedule of students and participate in toileting, feeding, and hygiene as needed.		
Learn student's schedule and routine. Keep a tracking sheet of student's schedule.		
Attend "Back-to-School Night" or "Open House."		
Complete a minimum of five solo teaching days.		

Implement and write at least four formal lesson plans that are observed by a University Supervisor.		
Written Reflection of Performance Assessment Form (PAF) mid- and final scores and comments. (PAF will be completed by CT, Supervisor & candidate; copy goes in candidate's file.)		Reflection to be turned in to Supervisor
Complete PACT		

## EDUCATION SPECIALIST TIME SHEET

Month: \_\_\_\_\_ School \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

CT's Name: \_\_\_\_\_

Classroom Grade Level(s) \_\_\_\_\_

Classroom Setting/type: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	
I was late/absent because:						CT's Initials:  Date:
I was late/absent because:						CT's Initials:  Date:
I was late/absent because:						CT's Initials:  Date:
I was late/absent because:						CT's Initials:  Date:
I was late/absent because:						CT's Initials:  Date:

**School of Education Specialist Pathway  
Absence Report Form**

Name\_School Site: \_\_\_\_\_ Date: \_\_\_\_\_

Special /Emergency Circumstances

To request an absence from your student teaching site and/or credential courses because of special circumstances, please fill out this form with complete information and documentation. Please refer to the Concurrent Handbook for further clarification and general information regarding the program policy on absences.

Absence was from (check one or both):

School Placement Site    and/or     Program Courses

List date(s): \_\_\_\_\_

Reason for absence: \_\_\_\_\_

**Attach supporting documentation, if desired.**

Turn in completed form to your University Supervisor, who will give the completed form to the Program Coordinator, who will review the request and reach a decision as to whether or not the absence can be excused and whether extra placement days or coursework will be required to address the absence.

Do not fill out information below this line.

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Coordinator's Decision:

- |   |   |  |  |  |
|---|---|--|--|--|
| <input type="checkbox"/> <b>Request granted</b> | <input type="checkbox"/> <b>Request denied (see comments below)</b> | <input type="checkbox"/> <b>Request conditionally granted (see comments below)</b> | <input type="checkbox"/> <b>Further information and/or documentation needed (see comments below)</b> | <input type="checkbox"/> <b>Request withdrawn by candidate</b> |
|---|---|--|--|--|

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# SDAIE Techniques & Practices

## **Input Simplification**

- 1 clear enunciation, slower speech rate; longer pauses; increased redundancy
- 2 controlled vocabulary; limited use of idiomatic speech; simple verb tenses
- 3 shorter, less complex sentences and explanations
- 4 define unusual words and words with double meaning
- 5 readability level of written materials is low
- 6 mini lectures
- 7 use of cognates if possible

## **Contextualization and Meaning**

- 1 contextualized teacher delivery: comprehensible input, phrasing, rephrasing
- 2 Scaffolding; for example, modeling, bridging, contextualizations, schema building, metacognitive development, text representations
- 3 learners encounter a new topic through a shared, alluring, realistic, direct experience, a common introduction which serves as a foundation for (1) new skills to be acquired, (2) concepts to be learned, or investigated, and/or (3) about which the learners are to read, listen, speak, or write.
- 4 gestures; facial expressions; act out meaning
- 5 frequent use of labels
- 6 props & realia
- 7 illustrations, pictures, motion pictures, maps, charts, flowcharts, overheads, and graphs
- 8 bulletin boards with labels whenever appropriate
- 9 word banks
- 10 identify key topics organized around main themes
- 11 extend mental set
- 12 comprehensible input: provision of information and/or experiences that learners recognize as valuable and meaningful

## **Emphasis on Success and Comprehension**

- 1 comprehension is stressed more than form or grammar, semantics more than syntax; utility of ideas, investigations, and skills is the major criterion for success
- 2 hands-on activities, manipulatives
- 3 listening and speaking activities precede reading and writing activities
- 4 reading assignments include pre-reading, during reading, post reading activities
- 5 writing activities preceded by pre-writing activities
- 6 cooperative activities
- 7 adequate time for pupils to complete their work
- 8 appropriate pacing and difficulty level
- 9 variety of grouping strategies
- 10 use of various modalities
- 11 vocabulary development
- 12 review of main topics and key vocabulary

## **Check Frequently for Attention and Understanding**

### **Formative, Continuous and In-process Evaluation**

- 1 confirmation and comprehension checks
- 2 clarification requests
- 3 repetitions
- 4 expansions
- 5 variety of assessment techniques
- 6 interaction: teacher with student, and/or student with student
- 7 Summative: mastery of objective assessed in a variety of ways

<b>Teacher's Name:</b>	<b>Date:</b>
<b>Setting:</b> <input type="checkbox"/> Whole Group <input type="checkbox"/> Individual (1:1) <input type="checkbox"/> Small Group <input type="checkbox"/> Other (explain):	<b>Title of Lesson:</b>

1. **Lesson Objective(s) or Intended Learning Outcome(s):** (include both content and language)
2. Briefly describe the theoretical framework and/or research that inform **your Instructional Design:** (for example research-based instructional design such as Direct Instruction, task analysis, Evidence-based Instruction etc.).
3. **Teacher Objective:**
4. Individualized Education Program (**IEP**) **Goals** or English Language Development (**ELD**) **standards** (if applicable):
5. **Common Core State Standard (CCSS)** that are the target of student learning (list the complete text of the relevant parts of each standard):
6. **Student Objectives or content outcomes.** The student objective should be observable and measurable and include the following criteria- Who will do What, under What circumstances, to What success?
7. **Classroom learning environment and behavior management considerations:**
8. **Instructional Time** (minutes planned):
8. **Assessment/Data Collection Procedure:**
9. How will you **provide feedback** to students based on the **interpretation of the data** collected?
10. **Materials** (resources, equipment, augmentative devices etc. to be gathered and used for the lesson):
11. **In-class assignment:**
12. **Homework assignments** (if applicable):

<b>Teacher's Name:</b>	<b>Date:</b>
<b>Setting:</b> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual (1:1) <input type="checkbox"/> Other (explain):	<b>Title of Lesson:</b>
<b>Materials Needed:</b>	<b>Accommodations Needed:</b>
<b>Introduction of Lesson Objective(s) or Intended Learning Outcome(s):</b>	<i>Approximate Time:</i>
<b>Modeling/Input: Explicit Instruction:</b>	<i>Approximate Time:</i>
<b>Guided Practice:</b>	<i>Approximate Time:</i>
<b>Assessment (data collection procedure) What?</b>	<i>Approximate Time:</i>
<b>Independent Practice (in-class or assigned homework):</b>	<i>Approximate Time:</i>
<b>Summary/Closure:</b>	<i>Approximate Time:</i>
<b>Feedback to students, based on data collected:</b>	<i>When?</i>

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Lesson Title: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

**MILD-TO-MODERATE: POST-LESSON REFLECTION: PART C**

1. Rate your overall feeling of the success of the lesson on a scale of 1- 5:  
(1 being least effective and 5 most effective)  
Self-reflect and base your score on the strengths and weaknesses of the lesson.  
**SCORE: \_\_\_\_\_.**
  
2. What would you **change or do differently** if you were to teach this lesson again?
  
3. How was the **pacing** of the lesson? (Re-teach, check for understanding, instruction time)
  
4. Was there loss of **instructional time**?
  
5. **Were students engaged** during the lesson? (Present & Attentive, Actively Participated, Led the discussion/activity)
  
6. **What adaptations** did you make during the lesson, or feel that you should have made based on the behavior management, student engagement or the overall understanding of the concepts being taught.
  
7. Discuss what you believe your student/s learned from the lesson and the **evidence** you have to support this statement.
  
8. Based on the students' understanding from your formal or informal assessments of the lesson (data collected), **describe your plan for follow-up lessons** /activities, or generalization and expansion of knowledge from this lesson.
  
9. Any **other comments** you would like to add on your own reflection towards professional growth.

<b>Teacher's Name:</b>	<b>Date:</b>
<b>Setting:</b> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual (1:1) <input type="checkbox"/> Other:(explain)	<b>Title of Lesson:</b>

**Education Specialist**

**Moderate/Severe Lesson Pre-Planning**

**PART A**

CSU Chico/SOE

Education Specialist

update KHB 5/2017

1. **Lesson Objective(s)** or Intended Learning Outcome(s): include both content and language
2. **Instructional Strategies:**
3. **Student Objectives** or content outcomes: This student objective should be observable and measurable, unambiguous, and include the following criteria -Who will do What, under what Circumstances, to what Success:
4. **Common Core State Standard (CCSS)** that are the target of student learning (list the complete text of the relevant parts of each standard):
5. English Language Development (**ELD Standards**) (if applicable):
6. Individualized Education Program (**IEP Goals**):
7. **Teacher Objective:**
8. **Assessment:** (describe your data collection procedure):
9. **In-class assignment:**
10. **Homework** if applicable:
11. **Materials** (resources, equipment, augmentative devices etc. to be gathered and used for the lesson:

<b>Teacher's Name:</b> 	<b>Date:</b>  <b>Title of the Lesson:</b>
<b>Setting:</b> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual (1:1) <input type="checkbox"/> Other:(explain)	
<b>Materials Needed:</b>	<b>Instructional Strategy &amp; Prompts Planned:</b>
<b>Instructional Plan</b> (steps the teacher will take):  	<b>Expected Student Behavior &amp; Reinforcement:</b>  <b>Correct responding</b>  <b>Incorrect responding</b>  <b>No responding</b>
<b>Data collection procedures:</b>	<b>What/how is collected?</b>
<b>Maintenance:</b>	<b>Generalization:</b>

1. **Rate** your overall feeling of the success of the lesson on a scale of 1- 5:  
(1 being least effective and 5 most effective)

**Self-reflect and base your score on the strengths and weaknesses of the lesson.**

**SCORE:** \_\_\_\_\_

2. What would you **change or do differently** if you were to teach this lesson again?

3. How was the **pacing** of the lesson? (Re-teach, check for understanding, instruction time)

4. **Were students engaged** during the lesson? (Present & Attentive, Actively Participated, Led the discussion/activity)

5. **What adaptations** did you make during the lesson, or feel that you should have made based on the behavior management, student engagement or the overall understanding of the concepts being taught.

6. Discuss what you believe your student/s learned from the lesson and the **evidence** you have to support this statement.

7. Based on the students' understanding from your formal or informal assessments of the lesson, **describe your plan for follow-up lessons** /activities, or generalization and expansion of knowledge from this lesson.

8. Any other comments you would like to add on your own reflection towards professional growth.

School of Education: Education Specialist Pathway  
**INITIAL THREE-WAY CONFERENCE**  
*(Review goals/objectives, prepare for Solo-Teaching)*

**Meeting Date:** \_\_\_\_\_ **School Site:** \_\_\_\_\_

Present at the Meeting: (signatures)

Candidate: \_\_\_\_\_ PI or PII Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Other: \_\_\_\_\_

\*\*\*\*\*

A summary of this meeting follows below:

1. The purposes and structure of the Education Specialist Pathway, including the three-way conferences during the term were reviewed and each member received a copy of the Education Specialist Policies and Procedures.

2. The Candidate has a copy of: (a) a copy of the school handbook, (b) is becoming familiar with school wide procedures, (c) is developing and implementing classroom procedures and (d) is familiar with their general education grade level counterpart to help foster mainstreaming and co-teaching. Please describe briefly if the before mentioned items have occurred and if not the plan to put them into place.

YES \_\_\_\_\_ NO \_\_\_\_\_ has begun a site binder \_\_\_\_\_

3. General Goals that the candidate and cooperating teacher would like to focus on during semester:

**Assessment** \_\_\_\_\_

\_\_\_\_\_

**Behavior** \_\_\_\_\_

\_\_\_\_\_

**Curriculum** \_\_\_\_\_

\_\_\_\_\_

**Other** \_\_\_\_\_

\_\_\_\_\_

4. Specific routine tasks for which the candidate has partial responsibility during Phase I:

(See Handbook-Phase I chart)

\_\_\_\_\_

5. Goals and actions for participation in teaching of Reading/Language Arts during semester:

GOALS	ACTION
READING PROGRAM FOR CLASS: (including TEXT and supplementary program)	Candidate will....
WRITING PROGRAM FOR CLASS (including	Candidate will....



TEXT and supplementary program)	
---------------------------------	--

6. The candidate has attended a faculty meeting. Yes  No

7. The following program forms were given to the Candidate and Cooperating Teacher and reviewed.

- Policies and Procedures Handbook
- Lesson Plan Format
- Observation Forms
- List of Competencies (Standards)

**FOLLOW-UP/ADDITIONAL COMMENTS:**

Cooperating Teacher and Candidate weekly meeting day is: \_\_\_\_\_

Next scheduled visit from University Supervisor is \_\_\_\_\_

**(Copies of this form are to be provided to Candidate, Cooperating Teacher and University supervisor.)**

School of Education: Education Specialist Pathway  
**MID-SEMESTER THREE-WAY CONFERENCE**  
(Review goals/objectives, prepare for Solo-Teaching)

**Meeting Date:** \_\_\_\_\_ **School Site:** \_\_\_\_\_

Present at Meeting: (signatures)

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Other

1. In reviewing the goals and objectives from the Initial Three-Way Conference:

a. What objectives has the candidate adequately addressed?

\_\_\_\_\_

b. What objectives need to carry over into the remaining week?

\_\_\_\_\_

2. In preparation for the candidate implementing Co-Teaching determine the following:  
Who will the Candidate Co-Teach with?

\_\_\_\_\_

Date(s) of Co -Teaching: From \_\_\_\_\_ To \_\_\_\_\_

Instructional topics: \_\_\_\_\_ Resources still needed: \_\_\_\_\_

Date the Education Specialist, University Supervisor and Cooperating Teacher  
reviewed and approved the Co-Teaching Instructional Unit: \_\_\_\_\_

3. Supervisor has reviewed the Education Specialist Supervision Checklist with the Cooperating Teacher:

Yes  No

The following items have been reviewed for updated progress:

a. Weekly Lesson Plan Book is complete and current: \_\_\_\_\_

b. Candidate's Timesheet is updated: \_\_\_\_\_

4. Any further questions or concerns:

School of Education: Education Specialist Pathway  
**FINAL THREE-WAY CONFERENCE CHECKLIST**  
*(Review the University Supervisor's Checklist for Solo-Teaching)*

**MEETING DATE:** \_\_\_\_\_ **SCHOOL SITE:** \_\_\_\_\_

**COUNTY:** \_\_\_\_\_ **GRADE(s):** \_\_\_\_\_ **SETTING:** \_\_\_\_\_

Present at the Meeting: (signatures):

Candidate: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Other: \_\_\_\_\_

1. Review the:

TPE/CANDIDATE DISPOSITION EVALUATION FORM

2. Review and collect the completed:

COOPERATING TEACHER OBSERVATION FORMS

3. Review and collect the following forms:

CO-TEACHING LESSON PLAN

ALL PRIOR LESSON PLAN FORMS FROM OBSERVED LESSONS: Parts A, B & C.

4. Review and collect the:

EXIT INTERVIEW & INDUCTION PRE-VIEW SHEET

5. All required components of the EdTPA have been submitted:

Yes

No

If no, what is the plan to complete the EdTPA?

School of Education: Education Specialist Pathway  
**EXIT INTERVIEW & INDUCTION PREVIEW FORM**  
**Teaching Practicum II**

*(Share this form with your Induction Support Provider when you take your first teaching position)*

<p style="text-align: center;"><b>1. <u>TPE Strengths</u></b> <i>What elements of the Teaching Performance Expectations (TPEs) describe my strengths as a teacher?</i></p>	<p style="text-align: center;"><b>2. <u>Growth Needs</u></b> <i>Which California Standard for the Teaching Profession (CSTP) will I focus on in my first teaching position in order to improve my teaching?</i></p>
<p style="text-align: center;"><b>3. <u>Growth Goal</u></b> <i>Considering the CSTP Professional Growth Standards, my professional growth goal is...</i></p>	<p style="text-align: center;"><b>4. <u>Student Outcomes</u></b> <i>Based on my CSTP growth goal, what changes could I see in my students?</i></p>
<p><b>5. <u>Implementation Plan</u></b> <i>What will I do, step-by-step, to achieve my goal? (attach a separate sheet if necessary)</i></p>	<p><b><u>Continue Plan...</u></b></p>

*(To convert the TPEs to CSTPs, use the conversion chart in the Professional Education Program Handbook)*

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Other:** \_\_\_\_\_

### **CORE Competency 1 – Culture of Learning**

#### CORE Teacher Skills

- Facilitating Student Behavior and Equitable Teaching Practices

*Tip:*

*As you apply the rubric, take into consideration, setting, population, and individual education plan goals  
Define how you are defining engagement*

### **CORE Competency 2 – Essential Content**

#### CORE Teacher Skills

- Planning and Delivering Lessons Effectively
- Planning Instruction and Designing Learning Experiences for all Students

*Tip:*

*Reflect on the descriptions on the rubric focusing on expectations and IEP goals then approach rating from a contextual and/or applied academics mindset.*

*Look for scaffolding of content.*

*Look for differentiated instruction.*

*Contextual learning experiences*

*Look for innovation and product representation*

### **CORE Competency 3 – Academic Ownership**

#### CORE Teacher Skills

- Maintaining High Academic Expectations
- Building Thinking Skills

*Tip:*

*Remember high does not mean same.*

*Look for contextual implementation and understanding.*

*In addition to the student using oral and written language look for augmentative communication and/or assistive technology, demonstration of pride and when appropriate response through eye gazing*

*Adaptations*

*Teacher made and/or modified materials*

*Refer to depth of knowledge chart*

### **CORE Competency 4 – Demonstration of Learning**

#### CORE Teacher Skills

- **Leading Instruction**
- **Checking For Understanding**
- **Responding to Student Misunderstanding**

*Tip:*

- *Progress Monitoring*

- *Mode of Response*

- *Baseline and Benchmarks*

***Focus your attention on if the teacher demonstrated the CORE Teacher Skills and do not allow yourself to rationalize/justify/ the lack of demonstration of learning based on the student population.***

## **Dispositions (use Disposition Rubric)**

**Disposition 1** The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.

**Disposition 2** The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.

*Tip:*

*Use Disposition 2 to address the soft skills of teaching.*

*Develop agreement on what the soft skills mean to both the supervisor and the candidate*

*Look for a focus on developing Self-Advocacy, Education, Training, Living skills*

**Disposition 3** The candidate is committed to continuous, self directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.

*Tip:*

*Look for examples of generalizing this Disposition beyond the lesson being taught*

**Disposition 4** The candidate demonstrates pride in the education profession and participates in collaborative **relationships with colleagues, students, parents, and social and professional communities and agencies**

*Tip:*

*Use this disposition to address collaboration, para-professional relationships, colleague and parent communication.*

**Disposition 5** The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

*Tip:*

*Look for signs of this practice in the classroom during your observations*

**CORE Observation Record**

Candidate/Intern Name \_\_\_\_\_ Date \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ University Supervisor \_\_\_\_\_

**PART I. Observation Notes**

Time	What is the teacher candidate doing?	What are the students doing?	Questions/Notes

**CORE Observation Record**

Candidate/Intern Name \_\_\_\_\_ Date \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ University Supervisor \_\_\_\_\_

**PART II. CORE Rubric evidence and score**

Rubric Element		Essential Question	Rubric Rating				
			1	2	3	4	5
1	Student Engagement	Are all students engaged in the lesson from start to finish? Evidence:					
2	Essential Content	Is content aligned to the appropriate standards for subject and grade? Evidence:					
3	Academic Ownership	Are all students responsible for doing the thinking in this classroom? Evidence:					
4	Assessment of Learning	Do all students demonstrate that they are learning? Evidence:					



**CORE Observation Record**

Candidate/Intern Name \_\_\_\_\_ Date \_\_\_\_\_ Pathway \_\_\_\_\_ Practicum \_\_\_\_\_ Time/Period \_\_\_\_\_ Subject \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ University Supervisor \_\_\_\_\_

**Part III: Co-Teaching Observation Notes**

Co-Taught Lesson:

- Yes
- No

<u>Co Teaching Strategy Used</u>			
One Teach/One Observe		Alternative/Differentiated Teaching	
One Teach/One Assist		Station Teaching	
Parallel Teaching		Team Teaching	

	<u>Instructional Practices</u>	Evident	Somewh at Evident	Not Evident
1.	Co-teaching strategies are clearly indicated in the lesson plan			
2.	Both teachers are present and moving about the room during the lesson			
3.	Both teachers are actively involved with students (except during One Teach, One Observe strategy)			
4.	Both teachers have a role in enhancing student learning throughout the lesson			
5.	Both teaching voices are heard during the lesson (except One Teach, One Observe)			
6.	Collaborative language is used by both teachers (we, us, our)			
7.	There is positive teacher/teacher rapport			
8.	Classroom has a collaborative and community feel			

**Part IV: Observation Summary**

# CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

## CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

1	2	3	4	5
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:
Very few or no students follow behavioral expectations and/or directions.	Some students follow behavioral expectations and/or directions.	Most students follow behavioral expectations and/or directions.	All or almost all students follow behavioral expectations and/or directions.	Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.
Students do not execute transitions, routines and procedures in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

## CORE Teacher Skills

### Facilitating Student Behavior and Equitable Teaching Practices

- Establish and maintain clear expectations for positive classroom behavior by consistently communicating classroom routines, procedures, and norms. (TPE 2.6)
- Maintain high expectations for learning with equitable support for ALL students by supporting the acquisition and use of academic language to promote subject matter knowledge. (TPEs 2.5, 3.5)
- Promote social-emotional growth, development, and individual responsibility (i.e. positive interventions and supports, restorative justice, and/or conflict resolution). (TPE 2.1)
- Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
- Create and sustain learning environments that promote productive learning, encourage positive interactions, reflect diversity, and are culturally responsive. (TPE 2.2)
- Foster a caring and inclusive classroom community where all students are engaged and treated equitably, while maintaining high expectations for learning and/or behavior. (TPE 2.1)
- Recognize their own values and implicit and explicit biases, the ways in which they may affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. Exhibit positive dispositions of caring, support, acceptance, and fairness students, families, and colleagues. (TPE 6.2)
- Demonstrate professional responsibility for all aspects of student learning and classroom facilitation, 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. (TPE 6.5)
- Conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)

# CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

## ESSENTIAL CONTENT Are all students working with content aligned to the appropriate standards for their subject and grade?

1	2	3	4	5
<p>The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

## CORE Teacher Skills

### Planning and Delivering Lessons Effectively

- Use knowledge of both subject matter and students to organize curriculum so that all learners, including English learners and students with special needs, understand and have access to the content. (TPE 3.2)
- Use multiple means of representing, expressing, and engaging all students to demonstrate their knowledge of the subject matter. (TPE 3.4)
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all students within learning activities to promote subject matter knowledge. (TPE 3.5)
- Use and adapt resources and instructional materials (including technology) to engage students, support learning and provide equitable access to the curriculum. TPE (3.6,3.7)

### Planning Instruction and Designing Learning Experiences for All Students

- Use knowledge of students' (including cultural, linguistic backgrounds, as well as learning needs) to inform instructional planning and learning experiences. (TPE 4.1, 4.2)
- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities for all learners. (TPE 4.4)
- Provide access to the curriculum for all students through the use of various instructional strategies. (TPE 4.4)
- Encourage active student participation in learning by planning a range of communication strategies that allow for interaction with the teacher and classmates. (TPE 4.7)

# CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

## ACADEMIC OWNERSHIP Are all students responsible for doing the thinking in this classroom?

1	2	3	4	5
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

## CORE Teacher Skills

### Maintaining High Academic Expectations

- Promote the persistence of students to engage with challenging work. (TPE 2.5)
- Support students' use of oral and written language to clearly express their ideas. (TPE 2.5)

### Building Thinking Skills

- Structure and deliver lesson activities so that students do an appropriate amount of the thinking required by the lesson. (TPE 1.5)
- Pose questions or provide lesson activities that encourage students to cite evidence to support their thinking. (TPE 1.5)
- Provide opportunities for students to respond to and build on their peers' ideas. (TPEs 2.2, 4.7)
- Provide support necessary for students to complete instructional tasks requiring higher-order thinking skills. (TPE 1.6)

# CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

## DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1	2	3	4	5
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have Achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

## CORE Teacher Skills

### Leading Instruction

- Implement instruction that provides access to California content standards through developmentally, linguistically, and culturally appropriate learning activities. (TPEs 4.3, 4.4)
- Use communication strategies and activity modes between teacher and students, and among students that are clear, coherent, and support student understanding. (TPE 4.7)
- Differentiate instruction as needed in response to student learning needs, including extra support and enrichment. (TPEs 4.5, 5.7, 5.8)

### Checking for Understanding

- Assess students' prior knowledge and accurately check students' understanding at key moments (transition points) in the lesson to adjust instruction and keep students actively engaged in learning. (TPEs 1.1, 1.8)
- Develop and use appropriate assessment types, including formative and summative assessments that yield useable data on students' progress toward grade-level standards. (TPEs 5.1, 5.2)

### Responding to Student Misunderstanding

- Provide feedback that facilitates students self-assessing and reflecting on progress; assist students in modifying learning tactics; provide students with opportunities to revise or reframe their work. (TPE 5.3)
- Recognize the root of student errors and re-teach or re-frame content to address the underlying cause of misunderstanding. (TPEs 1.8, 5.2., 5.7)

## TEACHING PRACTICUM I SELF-EVALUATION FORM

Credential Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete both sections of this form based on your Teaching Practicum I experience. Note your areas of strength and areas for future focus. **This form should be submitted to your Cooperating Teacher and University Supervisor one week before the 3-way Teaching Practicum I Culminating Conference.**

### CORE Competencies

#### CORE Competency 1 – Culture of Learning

- Facilitating student behavior and equitable teaching practices

#### CORE Competency 2 – Essential Content

- Planning and delivering lessons effectively
- Planning instruction and designing learning experiences for all students

#### CORE Competency 3 – Academic Ownership

- Maintaining high academic expectations
- Building thinking skills

#### CORE Competency 4 – Demonstration of Learning

- Leading instruction
- Checking for understanding
- Responding to student misunderstanding

**Dispositions**

Disposition 1 - The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.

Disposition 2 - The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.

Disposition 3 - The candidate is committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.

Disposition 4 - The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

Disposition 5 - The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

**CSU Chico School of Education**  
**CORE COMPETENCY/DISPOSITION EVALUATION FORM**

**Candidate Name:** \_\_\_\_\_ **School/District:** \_\_\_\_\_

**Practicum Residency:**  I  II **Mid-semester:**  **Final:**

**Intern Semester:**  I  II  III  IV

University Supervisor Directions: Based on candidate progress documented on observation forms and agreed upon at the culminating conference, please provide overall ratings for the candidate. Use the CORE (Chico Observational Rubric for Educators) and disposition rubrics to inform your decisions. Indicate the performance level of each with an X and provide a total point value in the areas indicated. For final evaluations, please enter the data on STEPS, the online data system for final evaluations, at <https://steps.csuchico.edu/login.aspx?ReturnUrl=%2flogout.aspx&school=csuchico>.

CORE Competencies	Rating				
	1	2	3	4	5
CORE Competency 1 – Culture of Learning					
CORE Competency 2 – Essential Content					
CORE Competency 3 – Academic Ownership					
CORE Competency 4 – Demonstration of Learning					
<b>TOTAL CORE COMPETENCY POINTS:</b>					
<b>TPEs</b>					
TPE 1 Engaging and Supporting all Students in Learning (CORE Competencies 3, 4)					
TPE 2 Creating and Maintaining Effective Environments for Student Learning (Core Competencies 1, 3)					
TPE 3 Understanding and Organizing Subject Matter for Student Learning (CORE Competency 2)					
TPE 4 Planning Instruction and Designing Learning Experiences for All Students (CORE Competencies 2, 3, 4)					
TPE 5 Assessing Student Learning (CORE Competency 4)					
TPE 6 Developing as a Professional (CORE Competency 1)					
<b>TOTAL TPE POINTS:</b>					
<b>DISPOSITIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Disposition #1 Values diversity					
Disposition #2 Believes all children can learn					
Disposition #3 Committed to continuous learning					
Disposition #4 Demonstrates pride in education					
Disposition #5 Committed to democratic values					
<b>TOTAL DISPOSITION POINTS:</b>					

Supervisor \_\_\_\_\_

Signature \_\_\_\_\_

CT/Mentor Teacher \_\_\_\_\_

Signature \_\_\_\_\_

Credential Candidate \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_