Education Specialist Intern Pathway
University Supervisor Check List

Supervisor Name: ____________________________________________________________
Candidate Name: ___________________________________________School: __________
   Mild/Moderate or Moderate/Severe (circle one)
Name of Local Support Teacher: ____________________________________________

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

- **4 Observation Forms** (Supervisor) *Each Semester* CORE Observation Parts I, II, III, IV
- **2 Observation Forms** (LST) *Each Semester* (is required to turn into University Supervisor) CORE Observation Parts I, II, III, IV
- **Education Specialist Internship Individual Induction Plan (IIP)**
  (Candidate, Supervisor, LST and Administrator)
  *Initial IIP Meeting: At the beginning of First Semester in the Program*
  This should be reviewed and updated at the end of each semester.
  *Final IIP Meeting: At the end of the Final Semester in the Program*
- **Final Three Way Conference Form** (Candidate, Supervisor, LST & Admin.)
  ▪ This should be reviewed at the end of *each semester* in the Program.
- **Self-evaluation Form** (Credential Candidate & LST) turn-in to Supervisor one week before the end of the *Final Semester*-Final Three Way Conference.
- **CORE TPE Disposition Evaluation Form** (Supervisor, Local Support Teacher) *Each Semester*
- **Intern Requirement Checklist, with hour log** (Candidate) *Turn-in progress each semester, including the 72 hours Intern Support and the 23 hours of ELL support.*
- **Exit Interview and Induction Preview Sheet** (Candidate, Supervisor, LST & Admin.) *Final Semester in Program*
- **Teacher Performance Assessment (TPA)** (Candidate) *Final Semester in Program*
California State University, Chico  
SPECIAL EDUCATION INTERN PROGRAM  
SCHOOL OF EDUCATION  
EDUCATION SPECIALIST INTERNSHIP  
INDIVIDUAL INDUCTION PLAN (IIP)

Name of Intern ________________________________________________

Name and Address of Intern Placement Site ____________________________  

Home or Cell Phone Number (___) __________ Work Phone Number (___) __________

E-mail Address ________________________________________________

**DESCRIPTION OF SETTING:**

<table>
<thead>
<tr>
<th>Grade Levels (circle):</th>
<th>Primary grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary grades</td>
<td>K</td>
<td>1</td>
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<tr>
<td>Elementary</td>
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<td>Secondary</td>
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<thead>
<tr>
<th>Type of Program (circle):</th>
<th>Special Education</th>
<th>M/M*</th>
<th>M/S*</th>
<th>ED*</th>
<th>SH*</th>
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<tbody>
<tr>
<td></td>
<td>General Education</td>
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<tr>
<th>Contracted Position (circle):</th>
<th>Full-time</th>
<th>Half-time</th>
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</table>

*M/M= Mild to Moderate Credential/Program  
M/S= Moderate to Severe Credential/Program  
ED = Emotionally Disturbed  
SH = Severely Handicapped
DESCRIPTION OF CLASSROOM SETTING:


DESCRIPTION OF TEACHING LOAD:


DESCRIPTION OF BEGINNING TEACHER PROTECTIONS & MODIFICATIONS (i.e. help with an IEP meeting, training on giving an assessment, anything that a credential teacher could do that an intern may need assistance with):


District______________________________
School______________________________
Mailing address of school (include zip code) ________________________________

Local Administrator _______________________
Local Support Teachers (LST) Name _______________________
LST phone numbers home: ______________________ Work: ______________________
LST email address ________________________________
The information provided above is accurate.

Intern’s signature:______________________________ Date:_______

Reviewed and Approved by LEA Representative:

LEA Representative’s signature:____________________ Date:_______

Reviewed and Approved by Intern University Supervisor:

Intern Supervisor's signature:____________________ Date:__________
INITIAL MEETING: To be completed within (30) days after Intern assumes teacher responsibilities for special education students. The IIP team members will develop an individualized plan of support for the Intern that will identify: (1) the professional goals of the Intern, (2) who will provide needed resources to address the goal, and (3) a realistic timeline for addressing and assessing the goals. The University Supervisor will check in once a semester to monitor process, update the Support Provider and Administer on the Intern’s progress towards goals, and collaboratively make adjustments to the plan as needed.

FINAL MEETING: To be completed during the last two to three weeks of the Intern’s last semester in the program. The IIP team members will evaluate the Intern’s progress and make notations as to what goals and supports the student will need during teacher induction.

SIGNATURES OF THOSE IN ATTENDANCE:

INTERN: ___________________________________________________________ INITIAL MEETING DATE: __________
INTERN: ___________________________________________________________ FINAL MEETING DATE: __________

UNIVERSITY SUPERVISOR: ___________________________________________ INITIAL MEETING DATE: __________
UNIVERSITY SUPERVISOR: ___________________________________________ FINAL MEETING DATE: __________

LOCAL SUPPORT TEACHER: ___________________________________________ INITIAL MEETING DATE: __________
LOCAL SUPPORT TEACHER: ___________________________________________ FINAL MEETING DATE: __________

ADMINISTRATOR: ___________________________________________________ INITIAL MEETING DATE: __________
ADMINISTRATOR: ___________________________________________________ FINAL MEETING DATE: __________
A summary of this meeting and identified objectives and planned activities for the intern to focus on during the duration of their time in the program are listed below:

<table>
<thead>
<tr>
<th><strong>Focus Area</strong></th>
<th><strong>Action Steps/Activities</strong></th>
<th><strong>Documentation</strong></th>
<th><strong>Time Table</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Completion of Goal</strong></th>
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<tbody>
<tr>
<td>1.</td>
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<td>Yes: determine new focus No: Continue focus *Identify Induction Goals at Exit Interview &amp; Induction Plan Review.</td>
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<tr>
<td><strong>Standard #:</strong></td>
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<td>2.</td>
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<td>Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under “Final IIP Meeting”</td>
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<td><strong>Standard #:</strong></td>
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<td>Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under “Final IIP Meeting”</td>
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<td>Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under “Final IIP Meeting”</td>
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<td>Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under “Final IIP Meeting”</td>
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Fill-out **Exit Interview & Induction Preview Sheet** at Final IIP Meeting in Intern’s Final Semester of the Program
Realistic assessment of support for intern. Contact will be (frequency, method, place, etc.)

1. Each Intern Candidate has a Local Support Teacher assigned to him/her by their District/County.

2. As representatives of CSU, Chico in the schools, University Supervisors promote close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. They are observed 4 times a semester with feedback and individual reflection on their lessons. Each semester the Intern will be evaluated on the Teacher Performance Expectations (TPEs) that are aligned to the CSTPs.

3. Each Intern follows a course of study at CSU Chico that prepares him/her to provide education and case management to his/her students.

4. Each Intern has an Educational Specialist Intern Pathway Handbook to guide him/her through her program.

5. Each Intern also has the support of their employer and site administrator.

Other resources that might be needed for support:
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
Teacher’s Name:  

Date:  

Setting:  

Whole Group  ____Individual (1:1)  

Small Group  ____Other (explain):  

Title of Lesson:  

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):  

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):
### Teacher’s Name: | Date:
---|---

### Setting:
- Whole Group
- Small Group
- Individual (1:1)
- Other (explain):

### Title of Lesson:

### Materials Needed:

### Accommodations Needed:

### Introduction of Lesson Objective(s) or Intended Learning Outcome(s):

### Approximate Time:

### Modeling/Input: Explicit Instruction:

### Approximate Time:

### Guided Practice:

### Approximate Time:

### Assessment (data collection procedure) What?

### Approximate Time:

### Independent Practice (in-class or assigned homework):

### Approximate Time:

### Summary/Closure:

### Approximate Time:

### Feedback to students, based on data collected:

### When?
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.
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:)

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**Education Specialist**

**Moderate/Severe Lesson Pre-Planning**

**PART A**

Teacher’s Name: ________________________ Date: __________

Setting: ____________________________

- Whole Group
- Small Group
- Individual (1:1)
- Other (explain)

Title of Lesson: ________________________

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CSU Chico/SOE Education Specialist update KHB 5/2017
### Moderate/Severe Lesson Plan

#### PART B

<table>
<thead>
<tr>
<th>Teacher's Name:</th>
<th>Date:</th>
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<table>
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<tr>
<th>Title of the Lesson:</th>
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</table>

#### Setting:

- [ ] Whole Group  
- [ ] Small Group  
- [x] Individual (1:1)  
- [ ] Other: (explain)

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Instructional Strategy &amp; Prompts Planned:</th>
</tr>
</thead>
<tbody>
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#### Instructional Plan (steps the teacher will take):

- [ ]

#### Expected Student Behavior & Reinforcement:

- Correct responding
- Incorrect responding
- No responding

#### Data collection procedures:

<table>
<thead>
<tr>
<th>What/how is collected?</th>
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#### Maintenance:

<table>
<thead>
<tr>
<th>Generalization:</th>
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</table>
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.

CSU Chico/SOE Education Specialist

updated KHB 5/2017
School of Education  
Education Specialist INTERN Pathway

MID-PROGRAM THREE WAY CONFERENCE FORM

Review goals/objectives from Individual Induction Plan (IIP)

Meeting Date: ____________________________ School Site: ____________________________

Candidate: ____________________________ Local Support Teacher: ____________________________

University Supervisor: ____________________________ Administrator: ____________________________

1. In reviewing the goals and objectives from the Individual Induction Plan (IIP):

   a. What IIP goals has the candidate adequately met?

   b. What IIP goals need to be continued?

   c. What goals and timelines need to be adjusted?

2. IIP has been adjusted and updated on ____________________________.
   Date:

3. Supervisor has reviewed the Education Specialist Intern Supervision Checklist with the Local Support Teacher/Administrator:

   ☐ Yes   ☐ No

   The following items have been reviewed for updated progress:

   a. Lesson Plans Part A, B & C are complete and current: ____________________________

   b. Candidate’s Activity Log is updated: ____________________________

Any further questions or concerns?
School of Education: Education Specialist INTERN Pathway

FINAL THREE-WAY CONFERENCE
(To be completed at the end of each semester the candidate is in the program)

MEETING DATE: ___________________ SCHOOL SITE: __________________________

COUNTY: ______________________ GRADE(S): ______________ SETTING: ______________

Present at the Meeting: (signatures):

Candidate: _________________________ Local Support Teacher: ______________________

University Supervisor: __________________ Administrator: ________________________

1. Review the:
   □ TPE & CANDIDATE DISPOSITION EVALUATION FORMS

2. Review and collect the completed:
   □ UNIVERSITY SUPERVISOR’S OBSERVATION FORMS

3. Review and collect the following forms:
   □ ALL PRIOR LESSON PLAN FORMS FROM OBSERVED LESSONS: Parts A, B & C.

4. Review and collect the:
   □ INTERN REQUIREMENT CHECKLIST WITH ACTIVITY LOG (72 HRS), PLUS
   THE ADDITIONAL 23 HOURS OF INSTRUCTION WITH ENGLISH LEARNERS

FINAL SEMESTER ONLY: TEACHER PERFORMANCE ASSESSMENT (TPA)

5. All required components of the TPA have been submitted:
   □ Yes
   □ No
   □ If no, what is the plan to complete the TPA
Internship Hours of Support/Supervision Requirements for Recommendation of Preliminary Credential

- As an intern, you are required to complete the Intern Requirement Checklist and Activity Log (attached) every semester through collaboration with your Local Support Teacher and University Supervisor.
- You are required to complete 72 hours of supervision/support (a minimum of two hours each week) and, unless you hold a previous credential with a valid CLAD or EL Authorization, complete and additional 23 hours of English Learner (EL) supervision/support (a minimum of one hour each week; see next bullet for details) for each semester you are an intern. These EL hours must be separate from your 72 hours of supervision/support; you cannot double count hours.
- You must complete the 23 hours of EL supervision/support each semester (a minimum of one hour each week) unless you hold a teaching credential that includes English Authorization (BCLAD, CLAD, ELA1, etc.; if you are not sure, please contact your university advisor). The Commission on Teacher Credentialing requires that all interns address these mandatory EL hours, regardless of school size or setting. As these accommodations need to be made with your employer per the Memorandum of Understanding your employer signed, it is imperative that you work with them to ensure that you can meet this requirement.
- Prorated hours: if starting on an Intern Credential in the middle of the semester the hours need to be prorated.
  - 72 hours prorated: number of weeks teaching times 4 hours per week = the total number of prorated hours.
  - 23 EL hours prorated: number of months times 5 hours per month = the total number of prorated hours.
- These forms must be completed according to the directions and submitted at the end of each semester.

**HOW TO COMPLETE THE FORMS**

**Intern Requirement Checklist Form**

**TOP OF PAGE**
- Complete the top of the page with the Intern, Local Support Teacher, University Supervisor Names.
- One of the two boxes at the top right must be checked:
  - Intern will need 23 additional hours of support focused on teacher English Learners (this is marked if you do not have any other credentials; see below).
  - Intern has met the English Learner Authorization by ____________. (This would be marked if you have a credential that has English Learner Authorization embedded or an authorization of CTEL or CLAD/BCLAD posted on the Commission on Teacher Credentialing website. If you’re not sure contact your University Supervisor.)

**MIDDLE OF PAGE**
- At the end of the semester you must enter the aggregated hours from your Activity Log under the “Support Hours” and “EL hours” columns.

**BOTTOM OF PAGE**
- Enter the total hours completed for supervision/support (at least 72 per semester, unless prorated), and additional 23 hours of English Language-focused supervision/support per semester, unless prorated (if applicable).

***All signatures are required before submitting the form***

**Activity Log Form**
- All hours on the Activity Log must be during valid dates of the internship contract. If you don’t know the dates of the contract, please contact the School of Education. Do not use date ranges—enter the activities and hours for each day an activity was completed.
**Q&A Regarding your Internship Credential and getting the Preliminary Credential**

*My Intern Credential is valid for two years, right?*

Yes. However, the Intern Credential is only valid when you are enrolled at CSU, Chico. Once you finish the credential program coursework the Intern Credential is no longer valid.

*What are the steps to get my Preliminary Credential?*

1. Review your To Do List for the pending documents. All documents MUST be submitted at one time to Credential Services in Tehama 209 or mailed to CSU, Chico, Credential Services, Chico, CA 95929. If you are required to pass RICA (Multiple Subjects and Ed Specialist only) then wait for these results before submitting all the other documentation, i.e. Request for Recommendation form and CPR.

2. After a final review, including grades, the University’s Credential Analyst will determine if you have met all requirements for the Preliminary Credential.

3. Your recommendation for the Preliminary Credential will be electronically submitted by the Credential Analyst to Commission on Teacher Credentialing.

   - **Spring finishers** will be recommended by June 30th with an issue date on the Preliminary credential of May 31st.
   - **Fall finishers** will be recommended by January 31st with an issue date on the Preliminary credential of December 31st.

4. You may visit the CTC website at ctc.ca.gov to verify if you have been recommended.

   [www.ctc.ca.gov > Credentialing Information > Complete Your Program’s Recommendation > click on the video.](http://www.ctc.ca.gov)

5. The credential will be approved and granted by the CTC. It is **VERY** important that your information is correct on the Preliminary credential because it is a legal document; call Credential Services (530) 898-6455 if you have questions. The electronic Preliminary Credential is the only credential or notification you will receive and it can be printed or emailed to you for your records.

*What happens when you don’t recommend me until (fall finishers: mid-January; spring finishers: mid-June) and I’m still working with my Intern Credential?*

If you have all the documents, coursework including PACT and RICA (for Multiple Subject and Education Specialist), turned in by (for spring finishers: May 31; fall finishers: December 31), then you will be fine. You will receive an issuance date on your credential of (spring finishers: May 31; fall finishers: December 31).

*What if I have to resubmit PACT and it is after (for spring finishers: May 31; fall finishers: December 31), but I have all my other documentation turned in?*

You will NOT be recommended. You will need to contact your program coordinator ASAP and keep Credential Services informed on your deadlines for re-submission. If Credential Services does not hear from you then your Intern Credential will be withdrawn from the Commission on Teacher Credentialing. The end date would be the last day you worked as an intern. You and your employer will be notified of the withdrawn Intern Credential via email.

*What happens if I pass PACT/RICA after May 31/December 31?*

If you pass PACT /RICA on or before July 15/February 15, then we would use this date for an issuance date on your Preliminary Credential. This issuance date is important if you are currently teaching because you must have a valid credential while you are in the classroom.

*What happens if my Intern Credential is withdrawn and I’m still employed?*

You will need to work this out with your employer.
Examples of Forms Completed Correctly

Intern Requirement Checklist

Intern’s Name __________________________
Local Support Teacher’s Name ______________________
University Supervisor’s Name ___________________________

Intens: Please use the attached log to record time spent in any of the following activities. 144 hours of support are required for all interns each academic year (a minimum of 2 hours per week). Any intern not already possessing specified EL training needs to record and additional 45 hours of support focused on teaching English learners. Please submit a final copy of this checklist and log to the CSU, Chico Intern Coordinator by the end of the semester.

LST/Supervisor Initials __________________________
Total hours for each activity __________________________
Support/Supervision Activity __________________________

Potential Support & Supervision Activities must likely to be provided through the Intern’s Employer:
1. Contact Specific Coaching for example: math coaches, reading coaches, EL coaches*
2. Grade Level or Department Meetings related to curriculum, planning, and/or instruction
3. New Teacher Orientation
4. Coaching/Coaching Evaluation from Administrator
5. Co-planning with Special Education or EL expert to address included special needs students and/or English learners*
6. Logistical help before and during school year (bulletin boards, grading arrangements, transition, parent conferences)
7. Release letter for participation in district groups/leadership (ELAC, Council for Exceptional Children)*

Potential Support & Supervision Activities must likely to be provided through Intern’s Commission Approved Preparation Program:
1. Seminars/workshop/supervision activities with students, curriculum, instruction, TPSs, etc. offered in person, via the web, email or video conferencing.
2. Tutoring, classroom observation, and teaching
demonstrations.
3. Professional Literacy/Research discussion group facilitated and supported by a credentialed support person or program supervisor.

Potential Support & Supervision Activities by Either the Intern’s Employer and Commission Approved Preparation Program:
11. Classroom Observation and Coaching*
12. Demonstration Lesson and/or Co-teaching activity with mentor, coach, or program supervisor*
13. Intern Observation of other teachers and classroom*
14. Email, phone, video conferencing or other forms of communication.
15. Assessments/assessment (specifically addressing issues in the intern’s classroom—coordinated by intern and support person)
16. Participating and discussing teaching videos with support person (with internship supervision and/or training)
17. Interactive journal (Support and Intern)
18. Phone/Email Support
19. Observes SDAIEFL network online or in person*
20. Weekly planning or review of plans with EL Authorized Credentialed Holder*
21. Editing, work-related writing access to materials, and electronic mail communications*.
22. Professional Literacy/Research discussion group facilitated by a credentialed support person or program supervisor.
23. Review test results*

Supervision/Support (at least 44 hours): ________ Additional EL Focused Supervision/Support (at least 48 hours): ________ Total Hours Completed: ________

Prorated hours (for one-semester internship only): Supervision/Support: ________ Additional EL Focused Supervision/Support: ________
Total Hours Completed: ________

* May also be used towards the 48-hour EL Support & Supervision Requirement

Latest that the information on this form is true and accurate.

Activity Log

Please use this table to record the date, hours, and type of activity during the semester. Another page may be used if necessary. At the end of the semester, this information will be aggregated and verified by the Local Support Teacher and University Supervisor on the Intern Requirement Checklists.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Type of Activity Completed</th>
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<tbody>
<tr>
<td>1/6</td>
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Activity Log

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<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Type of Activity Completed</th>
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</table>
Intern Requirement Checklist

Intern’s Name __________________________ Student ID __________________________
Local Support Teacher’s Name __________________________
University Supervisor’s Name __________________________
Date Internship Began __________________________

DUE AT THE END OF EACH SEMESTER WITH ACTIVITY LOG ATTACHED

Interns: Please use the attached Activity Log to record time spent in any of the following activities; **72 hours of supervision/support are required for ALL interns** each academic semester (**a minimum of two hours each week**). Interns must also have EL supervision/support and must record an additional **23 hours of support each semester** focused on teaching English Learners (**a minimum of one hour each week**), except interns who hold a previous teaching credential with an EL Authorization. Please direct any questions regarding EL hours to your University Supervisor. Submit a final copy of this Checklist and Activity Log to your University Supervisor at the end of each semester.

<table>
<thead>
<tr>
<th>Support Hours</th>
<th>EL Hours</th>
<th>Type of Support /Supervision Activity</th>
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</table>

**Potential Support & Supervision Activities most likely to be provided through the Intern’s Employer**

1. Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
2. Grade Level or Department Meetings related to curriculum, planning, and/or instruction
3. New Teacher Orientation
4. Coaching (not evaluation) from Administrator
5. Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
6. Logistical help before and during school year (e.g. bulletin boards, seating arrangements, materials acquisition, parent conferences)
7. Release time for participation in district group/regional group (e.g. ELAC, Council for Exceptional Children)*

**Potential Support and Supervision Activities most likely to be Provided through Intern’s Commission Approved Preparation Program**

8. Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person or via online video conference/webinar*
9. Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
10. Provide access/student memberships for participation in district/regional groups (ELAC committee, Council for Exceptional Children, etc.)*

**Potential Support and Supervision Activities by Either or Both the Intern’s Employer and Commission Approved Preparation Program**

11. Classroom Observations and Coaching*
12. Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
13. Intern Observation of other teachers and classrooms*
14. Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
15. Activities/workshops specifically addressing issues in the intern’s classroom—co-attended by intern and support person(s)
16. Watching and discussing teaching videos with support person (s)*
17. Interactive Journal (Support/ Supervisor and Intern)
18. Phone/Email Support Hotline*
19. Observe SDAIE/ELD lessons online or in person*
20. Weekly planning or review of plans with EL Authorized Credential Holder*
21. Editing work-related writing (letters to parents, announcements, etc.) *
22. Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*
23. Review test results*

**General Supervision/Support (at least 72 hours): ___________ Additional EL-Focused Supervision/Support (at least 23 hours): ___________**

* May be applied to the 23 EL hours OR 72 general support hours, but cannot be double counted for both requirements.

I attest that the information on this form is true and accurate:

Intern Signature __________________________ Date __________________________
Local Support Teacher Signature __________________________ Date __________________________
University Supervisor Signature __________________________ Date __________________________
Activity Log

Please use this log to record the date, hours, and type of activities completed during the semester. Do not use date ranges—enter the activities and hours for each day. Another page may be used if necessary. At the end of the semester this information will be aggregated and verified by the Local Support Teacher and University Supervisor on the Intern Requirement Checklist in the “Support Hours” and “EL hours” columns. Please note that General Hours and EL hours cannot be double counted. Attach this log to the Intern Requirement Checklist.

- 72 hours of supervision/support are required for all interns each academic semester (a minimum of two hours each week).
- All interns must have EL supervision/support and must record an additional 23 hours of support focused on teaching English Learners each semester (a minimum of one hour each week), except candidates who already hold a previous teaching credential (not an Intern Credential) with EL Authorization.
- Please direct any questions regarding EL hours to your University Supervisor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Support Hours or EL Hours?</th>
<th>Type of Activity Completed</th>
</tr>
</thead>
</table>

DUE AT THE END OF EACH SEMESTER ALONG WITH THE INTERN REQUIREMENT CHECKLIST.
# EXIT INTERVIEW & INDUCTION PREVIEW SHEET

(Share this form with your Administrator)

<table>
<thead>
<tr>
<th>1. TPE Strengths</th>
<th>2. Growth Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What elements of the Teaching Performance Expectations (TPEs) describe my strengths as a teacher?</td>
<td>Which California Standard for the Teaching Profession (CSTP) will I focus on in my first teaching position in order to improve my teaching?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Growth Goal</th>
<th>4. Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering the CSTP Professional Growth Standards, my professional growth goal is...</td>
<td>Based on my CSTP growth goal, what changes could I see in my students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Plan</th>
<th>Continue Plan...</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do, step-by-step, to achieve my goal? (attach a separate sheet if necessary)</td>
<td></td>
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</tbody>
</table>

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

Date: ________________

Candidate: ____________________________________________________________

Local Support Teacher: ________________________________________________

University Supervisor: ________________________________________________

Administrator: ________________________________________________________
CORE Rubric and Disposition Guidance to use when implementing in Special Education settings

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

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</td>
<td>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 demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</td>
</tr>
<tr>
<td>Very few or no students follow behavioral expectations and/or directions.</td>
<td>Some students follow behavioral expectations and/or directions.</td>
<td>Most students follow behavioral expectations and/or directions.</td>
<td>All or almost all students follow behavioral expectations and/or directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students do not execute transitions, routines and procedures in an orderly manner.</td>
<td>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.</td>
<td>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.</td>
<td>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</td>
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</table>

### 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?**

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<tbody>
<tr>
<td>The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</td>
<td>The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</td>
<td>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</td>
<td>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</td>
<td>All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.</td>
</tr>
<tr>
<td>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</td>
<td>Only some activities students engage in are aligned to the stated or implied learning goal(s).</td>
<td>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).</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
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### 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?

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<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.</td>
<td></td>
</tr>
<tr>
<td>Very few or no students provide meaningful oral or written evidence to support their thinking. 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.</td>
<td>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. Some students try hard to complete challenging academic work and answer questions.</td>
<td>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. Most students try hard to complete academic work and answer questions, even if the work is challenging.</td>
<td>All or almost all students provide meaningful oral or written evidence to support their thinking. 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.</td>
<td>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</td>
<td></td>
</tr>
</tbody>
</table>

## 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?

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

### 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)
## PART I. Observation Notes

<table>
<thead>
<tr>
<th>Time</th>
<th>What is the teacher candidate doing?</th>
<th>What are the students doing?</th>
<th>Questions/Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### CORE Observation Record

Candidate/Intern Name________________________ Date________________ Pathway__________________ Practicum_____ Time/Period_________ Subject_________
Cooperating Teacher_________________________ School______________ University Supervisor_____________________

### PART II. CORE Rubric evidence and score

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Essential Question</th>
<th>Rubric Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Student Engagement</td>
<td>Are all students engaged in the lesson from start to finish? Evidence:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2 Essential Content</td>
<td>Is content aligned to the appropriate standards for subject and grade? Evidence:</td>
<td></td>
</tr>
<tr>
<td>3 Academic Ownership</td>
<td>Are all students responsible for doing the thinking in this classroom? Evidence:</td>
<td></td>
</tr>
<tr>
<td>4 Assessment of Learning</td>
<td>Do all students demonstrate that they are learning? Evidence:</td>
<td></td>
</tr>
</tbody>
</table>
Part III: Co-Teaching Observation Notes

Co-Taught Lesson:
- Yes
- No

<table>
<thead>
<tr>
<th>Co Teaching Strategy Used</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach/One Observe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative/Differentiated Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Teach/One Assist</td>
<td></td>
<td></td>
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<tr>
<td>Station Teaching</td>
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<td></td>
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<tr>
<td>Parallel Teaching</td>
<td></td>
<td></td>
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<tr>
<td>Team Teaching</td>
<td></td>
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</tr>
</tbody>
</table>

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

Part IV: Observation Summary
<table>
<thead>
<tr>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition 1</strong> - The candidate appreciates and values human diversity,</td>
</tr>
<tr>
<td>recognizes community and cultural norms, shows respect for students’ varied</td>
</tr>
<tr>
<td>talents and perspectives, seeks to foster culturally appropriate communications</td>
</tr>
<tr>
<td>and demonstrates best practices in his or her field.</td>
</tr>
<tr>
<td><strong>Disposition 2</strong> - The candidate believes that all children can learn,</td>
</tr>
<tr>
<td>appreciates their varying abilities, and persists in helping all children</td>
</tr>
<tr>
<td>achieve success.</td>
</tr>
<tr>
<td><strong>Disposition 3</strong> - The candidate is committed to continuous, self-directed</td>
</tr>
<tr>
<td>learning, critical thinking and reflection in order to refine instructional</td>
</tr>
<tr>
<td>practice and deepen knowledge in the academic disciplines.</td>
</tr>
<tr>
<td><strong>Disposition 4</strong> - The candidate demonstrates pride in the education</td>
</tr>
<tr>
<td>profession and participates in collaborative relationships with colleagues,</td>
</tr>
<tr>
<td>students, parents, and social and professional communities and agencies.</td>
</tr>
<tr>
<td><strong>Disposition 5</strong> - The candidate is committed to the expression and use of</td>
</tr>
<tr>
<td>democratic values and to the creation of a learning environment that fosters</td>
</tr>
<tr>
<td>active engagement in learning and encourages positive social interaction.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CORE Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Competency 1 – Culture of Learning</td>
<td></td>
</tr>
<tr>
<td>CORE Competency 2 – Essential Content</td>
<td></td>
</tr>
<tr>
<td>CORE Competency 3 – Academic Ownership</td>
<td></td>
</tr>
<tr>
<td>CORE Competency 4 – Demonstration of Learning</td>
<td></td>
</tr>
<tr>
<td>TOTAL CORE COMPETENCY POINTS:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPEs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1 Engaging and Supporting all Students in Learning (CORE Competencies 3, 4)</td>
<td></td>
</tr>
<tr>
<td>TPE 2 Creating and Maintaining Effective Environments for Student Learning (Core Competencies 1, 3)</td>
<td></td>
</tr>
<tr>
<td>TPE 3 Understanding and Organizing Subject Matter for Student Learning (CORE Competency 2)</td>
<td></td>
</tr>
<tr>
<td>TPE 4 Planning Instruction and Designing Learning Experiences for All Students (CORE Competencies 2, 3, 4)</td>
<td></td>
</tr>
<tr>
<td>TPE 5 Assessing Student Learning (CORE Competency 4)</td>
<td></td>
</tr>
<tr>
<td>TPE 6 Developing as a Professional (CORE Competency 1)</td>
<td></td>
</tr>
<tr>
<td>TOTAL TPE POINTS:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITIONS</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition #1  Values diversity</td>
<td></td>
</tr>
<tr>
<td>Disposition #2  Believes all children can learn</td>
<td></td>
</tr>
<tr>
<td>Disposition #3  Committed to continuous learning</td>
<td></td>
</tr>
<tr>
<td>Disposition #4  Demonstrates pride in education</td>
<td></td>
</tr>
<tr>
<td>Disposition #5  Committed to democratic values</td>
<td></td>
</tr>
<tr>
<td>TOTAL DISPOSITION POINTS:</td>
<td></td>
</tr>
</tbody>
</table>