



School of Education
Department of Educational Leadership and Special Education

Education Specialist Program

Fieldwork Handbook

**For Credential Candidates, Resident Teachers,
Administrators, and University Supervisors**

FOREWORD

This handbook is designed as a working guide for all members of the fieldwork team – credential candidates, resident teachers, school administrators and university supervisors. It outlines the roles and responsibilities of each member, the guidelines for planning and implementing teaching activities, and instructional competencies credential candidates should acquire during their assignments. While every effort has been made to be comprehensive and clear, we recognize that not all individual needs can be anticipated; we therefore expect that discussion among team members will be required to clarify and adapt these guidelines to specific school settings and particular situations.

A copy of the Education Specialist Mission Statement and the School of Education (SOE) Conceptual Framework are included in this handbook for your reference. The faculty developed the Education Specialist Mission Statement and the SOE Conceptual Framework as exemplars of the values and beliefs we hold as professional educators. The ideals expressed in our mission and vision statements reflect the performance expectations and dispositions that we expect in our graduates.

We invite input, feedback, and critique so that this document will continue to reflect research, policies and procedures, and standards that are indicative of the current status of Special Education.

We look forward to a stimulating, rewarding and successful fieldwork experience for all involved.

August 8, 2011

TABLE OF CONTENTS

EDUCATION SPECIALIST CREDENTIAL PROGRAM

Mission Statement **4**
School of Education Conceptual Framework **5**
Faculty **6**
Summary of Program. **6**

DESCRIPTION OF FIELD PLACEMENTS

Description of Field Placements. **7**
Selection of Fieldwork Sites **8**
 Criteria for site selection
 Criteria for Resident teachers
Student Teaching Practicum **9**
 Student Teacher: Role and Responsibilities. **9**
 Non-Instructional Role
 Instructional Role
 Evaluation
 Student Teaching Portfolio
 University Coursework Component
 Resident Teacher: Roles and Responsibilities. **15**
 Important Initial Information
 Phases of Student Teaching
 Evaluation
 University Supervisor: Roles and Responsibilities. **19**
 General Role and Responsibilities
 Evaluation
 Guidelines for Scheduling. **21**
 First Phase
 Second Phase
 Third Phase
 Resolution of Problems That May Occur During Student Teaching. **24**
 Procedures for Handling Problems
 Extension of Field Placement Assignment
 Removal of a Student from a Field Placement
 Immediate Termination of Field Placement

APPENDICES

Education Specialist Observation Forms. **28**
Education Specialist Midterm and Final Evaluation **30**

EDUCATION SPECIALIST CREDENTIAL PROGRAM

At Sonoma State University, the Preliminary Education Specialist Program (ES) seeks to prepare special educators who provide effective education, respect, and individualization for individuals with special needs and are committed to ongoing professional growth and reflection in their careers. Specific attributes of our program include:

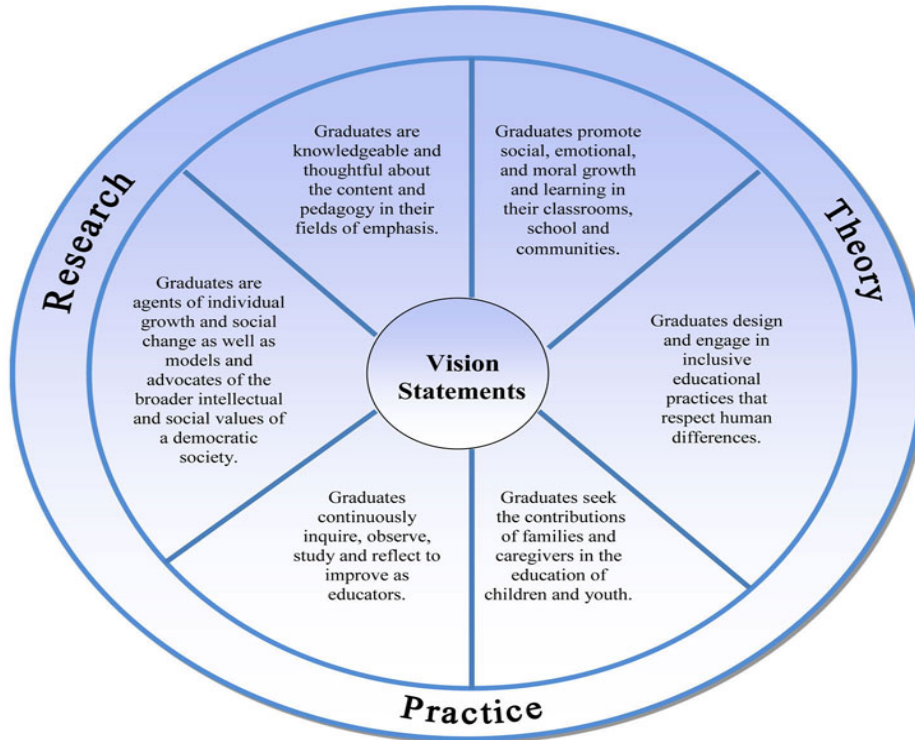
- Proficient in curriculum and instruction across life domains for individuals with disabilities
- Faculty committed to providing a high quality special education teacher preparation program
- Instruction designed to challenge candidates to acquire the knowledge, skills and dispositions necessary to be effective educators and advocates for individuals with disabilities
- Empirically based course content which reflects best practice in special education
- Evening classes
- Learning opportunities that emphasize professional reflection and growth

Education Specialist Program Mission Statement

The mission of the Special Education Program is the advancement of excellence within the special education profession. Central to this mission is the crafting of special education preparation programs which reflect best practice, empirical support, as well as values founded in respect for the humanity, educational progress and improved lives of learners with disabilities. The core values of our program center upon educational and social success as dynamic contributors to quality lives for students with disabilities. Specifically, we prepare special educators who are:

- Proficient in curriculum and instruction across life domains for individuals with disabilities
- Knowledgeable and thoughtful about assessment practices and connecting various technologies and paradigms of assessment with individualized educational plans for individuals with special needs
- Skilled in the practices and dispositions necessary for effective collaboration with general education teachers, interdisciplinary team members and parents, aimed at improving educational services for individuals with special needs
- Informed about and appreciative of the myriad of cultural, linguistic, social and personal factors faced by individuals with special needs and their families
- Committed to inclusive educational practices
- Committed to ongoing professional growth and reflection in their careers

Sonoma State University School of Education Conceptual Framework



School of Education Mission

To advance excellence in the education profession through university-based preparation of teachers and leaders; to inform that preparation through engagement in and dissemination of exemplary teaching and relevant scholarship and research; and to enact that preparation through collaboration with professional educators, families and the broader educational community.

- Performance Expectations**
Graduates of the School of Education:
- Demonstrate depth and breadth of content and pedagogical knowledge
 - Are knowledgeable about and able to design, implement, and evaluate instructional practices and educational assessments that are responsive to the full range of individuals – their social, cultural, linguistic, and ethnic diversity, and/or physical and learning disabilities
 - Practice their profession in ways that are informed by developmental and learning theory, curricular and pedagogical theory and research, professional standards, and reflection
 - Continuously employ their knowledge of research, formative and summative assessments, and qualitative/quantitative methods to measure and improve student learning and their own teaching effectiveness
 - Use technology to enhance teaching and support active, authentic learning
 - Create and work in collaborative and inclusive communities; and,
 - Demonstrate and promote global, multicultural perspectives

- Dispositions**
Our Graduates are professional educators who:
- Believe all students can be successful in school and that learning is a lifelong endeavor
 - Value social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities
 - Value culturally responsive practices and are knowledgeable and appreciative of the diversity among learners
 - Believe that knowledge and learning are based on critical thinking, inquiry, and creativity and that these qualities are essential components of authentic learning
 - Believe that social justice, fairness, equality of opportunity, and civic engagement are vital components of a democratic, free public school education
 - Value and demonstrate professional and ethical standards

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Summary of Education Specialist Preliminary Credential Program

The Preliminary Education Specialist Credential Program offers credentials in Mild/Moderate Disabilities (M/M) and in Moderate/Severe Disabilities (M/S). The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mild/moderate mental retardation/intellectual disabilities, serious emotional disturbance, autism, and other health impairment. The credential in M/S disabilities authorizes the teaching of individuals with autism, moderate/severe mental retardation/intellectual disabilities, serious emotional disturbance, deaf-blindness, and multiple disabilities. All credential candidates complete common core courses and then specialize to complete credential specific courses. Appended to this handbook is an outline of the MM and MS programs, the specific course descriptions and list of the California Teaching Performance Expectations.

The Education Specialist Credential Program supports (1) students who follow a traditional credential program and (2) students who complete their credential program as intern teachers. The traditional credential program is organized into three phases. The first phase is designed for credential candidates who do not hold a previous California Single or Multiple Subject Teaching Credential. Candidates who hold a previous credential typically begin the program in Phase Two.

During *Phase One*, credential candidates complete academic coursework focused on developing an understanding of disability, special education, and begin to develop pedagogical knowledge and skills. Candidates join general education credential candidates in courses that focus on basic reading and math skills and teaching English Learners. These classes form the foundation on which Phase Two coursework will build. Candidates complete 45 hours of fieldwork during Phase One in the Early Fieldwork Practicum.

Phase Two focuses on developing skills specific to special educators including learning to administer formal assessments, IEP development, developing and implementing positive behavior support plans, communication development (M/S) and developing academic performance for students with mild to moderate disabilities (M/M). Students complete 60 hours of fieldwork during Phase Two in the same classroom where they will student teach in the subsequent spring semester.

In *Phase Three*, traditional credential candidates complete their student teaching. Student teaching occurs in the classroom of a resident teacher over the course of twelve weeks, at a minimum. The placement is made through SSU, with the candidate's requests as to location and grade level taken into consideration. All student teaching placements are arranged by the School of Education (SOE) Director of Field Placements. Due to the intensive nature of student teaching, candidates are restricted to taking one additional academic class and a one seminar class during the student teaching semester.

Interns take the same basic credential coursework as all of the ES credential candidates and are bound by the same policies and procedures as all ES candidates except for the student teaching requirement. Instead of student teaching in the final semester of the program, which is typical in a credential program, interns are provided with university supervision in their K-12 classrooms throughout their internship, which typically ranges between two and three semesters.

Description of Field Placements

To prepare our Education Specialist candidates for successful entry into the field of special education, we require that all special education credential candidates participate in field-based experiences during each phase of their credential program. These sequentially designed experiences help bridge theory to practice and culminate in a Student Teacher Practicum or an Internship. Our field-based classes include (1) the Early Fieldwork Practicum, (2) Participant Observation Practicum, and (3) the Student Teaching Practicum or (4) Internship. All credential candidates participating in practicum courses have been formally admitted into our credential program and have completed the statutory requirements (Certificate of Clearance/Fingerprinting, Legal Seminar/Mandated Reporting Requirements) that permit them to begin observing/working in schools.

Selection of Fieldwork Sites

Following the policy developed with the Education Specialist Community Advisory Committee, the Director of Field Placements works with public and nonpublic special education administrators to identify appropriate student teaching placements for the candidates. Placements are selected to be representative of current practices within the field of Special Education.

Criteria for site selection:

- Recommendation by the local district administrator responsible for special education programs of an appropriate site for field work/student teaching
- Confirming recommendation by the school site principal
- Demonstrated excellence on the part of the school, resident teachers, and support staff. Evidence of excellence includes: compliance review data, standardized achievement results, program quality review data, school report card, productive staff development programs
- Informal reputation in the community as effective schools and resident teachers which are supportive of students with diverse learning needs
- Diversity of student population within the school and classroom program
- Access to educational technology at the school

Criteria for Resident teachers:

- Have demonstrated interest and ability in mentoring credential candidates and/or supervising student teachers
- * Are fully certified and have three year's experience with the credential appropriate to the student population they teach
- * Have been recommended by their administrators
- * Have indicated to the University their willingness to engage in supervision and collaborative teamwork via their agreement to the terms and conditions of our *Field Placement Handbook*
- * Are flexible and will to work with the credential candidate to:
 - Provide opportunities for candidates to design, organize and implement curriculum
 - Discuss and apply research-based pedagogy that they are learning in their SSU course work
 - Allow opportunities for the above, even when using scripted or mandated programs
 - Support the development and implementation of the Teaching Event, which is described on pg. 12
 - Provide opportunities for candidates to observe a variety of instructional models in the class and/or in the school
 - Facilitate opportunities for students to observe or work in general education classrooms that include students with disabilities.
 - Meet with the university supervisor to review candidates' progress and review best practice for teacher preparation.
 - Assist candidates to develop connections, extensions and appropriate modifications and adaptations to state and mandated curriculum.

STUDENT TEACHING PRACTICUM

Student teaching is a culminating experience that occurs in the final (Phase Three) semester of the program. During the student teaching semester, the credential candidates have opportunities to make connections between theories and best practices learned in their coursework and the realities of classroom life as the full responsibilities of a classroom teacher are assumed.

- Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Resident Teacher.
- All student teaching placements are arranged by the School of Education (SOE) Director of Field Placements.
- The placement is made through SSU, with the candidate's requests as to location and grade level taken into consideration.
- The candidate works in the classroom for the full length of each school day and related professional activities, including faculty meetings, IEP meetings, Back to School or Open House nights, and parent conferences.
- Special split placements may be arranged for candidates wishing to complete both the Mild-Moderate and Moderate-Severe credentials in one student teaching semester if other requirements to complete both credentials have been met.

STUDENT TEACHER: ROLES AND RESPONSIBILITIES

This section addresses Sonoma State University's expectations of each student teacher in regards to instructional roles, non-instructional roles, evaluation, and university course work.

Non-Instructional Role

Daily Schedule. The student teacher will follow the daily schedule of the school to which he/she is assigned. Details of the schedule will be developed with the resident teacher.

Absences. The student teacher should notify his/her resident teacher and university supervisor if he/she will be unable to attend. Specific procedures for reporting absences should be clearly outlined.

School Policies and Procedures. The student teacher should become knowledgeable about the total school program. Often there will be a site handbook that should be read. The resident teacher should outline the general rules and procedures by which the school operates.

Dress. The appropriate standard of dress may vary slightly from school to school. Appropriate dress may vary with the age group or specific exceptionality to which a student teacher is assigned. Observe and follow the dress standards of the resident teacher and that of other faculty members.

Ethics and Confidentiality. The student teacher should use discretion in discussing specific students or specific practices. It is important to adhere to the *Code of Ethics of the Council for Exceptional Children*. Confidentiality should be maintained at all times.

CEC Ethical Principles for Special Education Professionals

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>

Confidentiality

The communication of confidential information about another person, except within the frameworks authorized by the "Family Educational Rights and Privacy Act" of 1974, is a violation of individual rights. It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States

Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality summarized below.

The communication of confidential information to another person except within the authorized educational framework is a violation of individual rights that are legally protected. Violation of these rights may lead to serious consequences. Student teachers are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative personnel or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution. It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect confidentiality of the information to which they have access.

While student teachers may be permitted access to the records of certain student under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. As a student teacher, you will at times have access to student information such as IEPs, test scores, teacher reports, or even verbal comments. All such information comes under the "Family Educational Rights and Privacy Act," which protects its confidentiality. Therefore student teachers are advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence;
- Discuss specific student information only with your supervising teacher, and ask him/her what you may or may not do with any information;
- Maintain appropriate ethic of confidentiality when students are discussed in the teacher's room or anywhere else;
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, IEPs, etc. Do not leave them where they might get out of your possession.

Interpersonal Skills. The resident teacher may have a different teaching style than the one the student teacher will eventually adopt. However, the resident teacher has been chosen based on recommendations and his/her desire and commitment to working with a student teacher. Therefore, the student teacher should be flexible and willing to adjust to differences in style and setting. Personality differences may occur in student teaching settings just as they do in any professional setting. If an assignment does not seem appropriate for both the student teacher and the resident teacher, a change may be made at the discretion of the program faculty.

Instructional Role

Initial Observations and Interactions. The student teacher begins his/her experience with two or three days of interactive observation. The student teacher should observe the general needs, abilities, and disabilities of the students in the program. Notation of specific pupil behaviors and of the resident teacher's responses to individual students is helpful. The student teacher should also observe the general expectations and overall management style of the resident teacher.

Learning Log. The student teacher will maintain an ongoing log or journal detailing the student teaching experience updated at least once a week. Topics to be included are: daily experiences, student teacher reflections, observation notes about students such as learning styles, behavior patterns, and special considerations (e.g. medication or seizure disorders). Include a description of the duties you have begun to assume, the new skills you have acquired and the aspects of your assignment you find the most challenging. These logs may be shared with your university supervisor or resident teacher. Your seminar facilitator in EDSP 460 may ask that you post some of your reflections in the Moodle online environment.

Lesson Plans/Activity Analysis. The student teacher will be expected to develop and implement individual and group lesson plans and/or activity analyses. When appropriate, the university supervisor and the resident teacher should be presented with copies of the plans or analyses prior to scheduled observation. The student teacher will also include selected lesson plans in their Student Teaching Portfolio.

Individual Education Plan (IEP) and Behavior Intervention Plan (BIP). The student teacher should complete a minimum of one IEP as well as develop a behavior management plan for a student in the class. He/she should collect baseline data, develop and implement the plan, and document student change. To the extent possible, follow the format provided by the school for a formal BIP even if it isn't typically used or needed for the behavior you are addressing.

Teaching Event. Each candidate will complete a performance assessment during student teaching which is a structured teaching event that includes (1) planning for instruction, (2) implementing and evaluating instruction, (3) assessing student learning and (4) focused reflection.

The "Take Over". To the degree possible, the student teacher becomes the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling. The take over is typically implemented between weeks 8-11 and lasts for at least two weeks. Each class is different, and the specific expectations for the "take-over" should be discussed and planned with the resident teacher and university supervisor.

Evaluation

Student Self-Evaluation. Following are sample questions that should serve as part of continuing self-evaluation and may be included in your learning log:

1. What was the best part of the lesson or activity? How do I know?
2. What techniques/procedures/materials worked well?
3. What did I try to do that just didn't work?
4. Why didn't it work as I planned?
5. How could the lesson or activity be improved?
6. What management issues arose and how did I handle them?
7. What is my next step?
8. How can my cooperating teacher and the SSU supervisor best assist me?

The student teacher should also become familiar with the midterm and final evaluation form and use it as a guide for self-evaluation.

Individual Learning Plan (ILP). The ILP is developed toward the end of the student teaching experience. The ILP form may be found in the appendices. To develop the plan, the following questions should be considered:

1. What are my strengths/best qualities?
2. Where or in what ways have I improved?
3. What areas need improvement?
4. What are my plans to make needed improvements?

Informal Feedback. There will be many opportunities for the student teacher to discuss all phases of his/her work with both the resident teacher and the university supervisor. Each student teacher should schedule a regular meeting time with his/her resident teacher. This is the time when questions can be answered, feedback given, and suggestions for improvement noted.

Formal Feedback. Lesson evaluation, observation and feedback will be completed routinely by both the resident teacher and the university supervisor. These evaluations will provide a clear record of performance during student teaching. An observation form is appended to this handbook.

Comprehensive Evaluation. A comprehensive evaluation should be completed at the end of six weeks and again at the end of twelve weeks by the university supervisor in collaboration with the resident teacher and the student teacher. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement and the completion of Student Teaching portfolio should be discussed. The evaluation tool is appended to this handbook.

Student Teaching Work Sample Portfolio. At the end of the student teaching assignment, each student teacher will provide copies of the following assignments, organized in a portfolio folder, to turn into the EDSP 460 instructor. Portfolios are used to document the student teacher experience and assessed at a program level to use for continued improvement efforts.

- ✓ Learning logs
- ✓ Observation forms from resident teachers and university supervisors
- ✓ IEP
- ✓ Behavior Plan
- ✓ Midterm and final evaluations
- ✓ Teaching Event
- ✓ Lesson plans (at least 5 from a different curricular area than addressed in the teaching event.
- ✓ Individual Learning Plan

University Coursework Component

Student teachers will be expected to attend related seminars at Sonoma State University throughout the student teaching experience. Most student teachers will be also be enrolled in an additional credential class to complete their specific credentialing requirements.

RESIDENT TEACHER: ROLES AND RESPONSIBILITIES

The resident teacher is the individual who is primarily responsible for the daily direction of the student teacher. In this capacity the resident teacher serves as a co-teacher with the student teacher and as co-instructor with the university supervisor. When a teacher agrees to serve as a resident teacher, the following commitments are implied:

1. Model exemplary teaching behaviors.
2. Release a part of his/her role as primary instructor to the student teacher.
3. Guide the student teacher into gradual assumption of all instruction in the classroom.
4. Establish rapport with the student teacher.
5. Assist the student teacher in translating theory into practice.
6. Confer on a regular basis with the student teacher, providing feedback on performance and making suggestions for future instructional plans and activities.
7. Complete evaluation forms at the appropriate intervals.
8. Inform the cooperating principal and the SSU supervisor immediately if there are any serious problems or concerns about the student teacher.

The following sections detail important initial information to be shared with the student teacher, the continuum of student teaching responsibilities as they relate to a transition of increasing responsibility, and evaluation of the student teacher.

IMPORTANT INITIAL INFORMATION

There are many important details the student teacher needs to acquire quickly to become effective in the classroom. The following are some specific types of information and assistance that will benefit the student teacher:

1. Provide as much information as you can about the routine aspects of the classroom such as daily schedule, IEP's, ITP's, behavior contract, cumulative folders, lunch count, ordering materials, parent conferences, in-service meetings, and behavior management systems.
2. Provide the student teacher with any specific expectations the administrator may have for his/her performance. For example, if all staff members are required to sign-in, should the student teacher follow this directive?
3. Assist the student teacher in developing relationships with other support staff, such as instructional assistants, counselors, or therapists who may work regularly with students in the program.

CONTINUUM OF STUDENT TEACHING RESPONSIBILITIES

The resident teacher should consider the following continuum as a framework for organizing and supporting the student teacher to take over full responsibility of the classroom. This continuum is aligned with expectations outlined in the section titled *Guidelines for Scheduling*, beginning on p. 21 of this handbook.

Initial Observations and Interactions. During the first few days in the classroom, the student teacher should become familiar with classroom procedures and daily routines.

During the first week in the classroom, the resident teacher can assist in the student teacher's active observation by talking frequently with him/her about the activities of the classroom. This will alert the student teacher to the aspects of the program deemed most critical by the resident teacher.

Student teachers will have already completed a field experience prior to student teaching; therefore, it is expected that only one or two days will be spent entirely in observation. During the first week, the student teacher should begin to operate in some capacity as an instructional assistant in the classroom. He/she should also begin a student teaching learning log.

Learning about the school, curriculum and individual students. During this time, the student teacher will investigate the community and the school culture; examine the assessment and curricular resources; and learn more about the IEP process and the student population.

Preparing to Teach. A student teacher should begin by assuming some of the procedural and routine classroom tasks as early as possible. Daily teacher duties including behavior management, attendance grade recording, and data collection procedures should quickly become a part of the student teacher role. This ensures that as the student teacher begins taking on more of an instructional role, these activities will have become routine and easily integrated into the teaching day. If appropriate, the student teacher should begin to perform the regular duties required of faculty at the school, such as meeting buses, hall duty, and lunchroom duty.

The student teacher also begins working with small groups of students and assisting the resident teacher with other instruction. At this point, all instruction should follow plans developed by the resident teacher.

Partial Instructional Responsibility. In this phase, the student teacher assumes responsibility for planning lessons as well as teaching. He/she plans, discusses, implements, and evaluates lessons with the resident teacher. A great deal of planning must occur at this stage. One way to begin might be to choose a specific subject area (such as math) or a skill area (such as self-help) and have the student teacher plan the instruction for several days. The resident teacher should assist in planning and then should review the plans and make suggestions prior to their implementation by the student teacher.

Throughout this time, the resident teacher continues to provide the student teacher with the necessary support. This includes plenty of time for cooperative planning, feedback on

performance, suggestions for the next day and time for informal talk about events in general. At this stage of the student teaching experience, the resident teacher and the student teacher are teaming for most of the instruction.

Full Instructional Responsibility. During the last half of student teaching, depending on entry-level skills, the student teacher should begin to assume responsibility for the full teaching day. This should include scheduling all personnel in the classroom, assuming responsibility for ensuring that students attend all their instructional/designated programs, making parental contact, monitoring behavior programs as well as planning and implementing new and appropriately task analyzed lessons.

Experience has shown that some student teachers are ready more quickly than others to assume the full instructional load. The SSU supervisor may be helpful in determining how quickly to progress. It is important that the resident teacher continue to provide support and feedback to the student teacher during all phases of the student teaching experience. The goal is that each student teacher assumes full responsibility for at least two weeks during the student teaching assignment. Progress towards taking on full responsibility should be discussed at the 6-week evaluation.

Change in Classroom Dynamics. The educational needs of the students in the classroom must always come first. For example, a situation may arise where a program receives several new students at once and the resident teacher has increased demands on his/her time. In instances where the nature of a classroom changes dramatically, it may be necessary to have the resident teacher re-assume responsibility until the situation is normalized. In some cases it may be advisable to seek a new placement for the student teacher. The university supervisor should be consulted if there is concern about a change in classroom dynamics.

Evaluation

The resident teacher plays an important and multi-faceted role in the evaluation of his/her student teacher.

Student Self-Evaluation. Each student teacher will keep a Learning Log to document their progress through student teaching. Resident teachers can support this evaluation by meeting regularly with their student teacher, helping the student teacher reflect on his or her practice, and noting important moments or evidence of growth.

Informal Feedback. The resident teacher sets the stage for an easy exchange of information and feedback between him/herself and the student teacher. The student teacher needs to know that the resident teacher is willing to regularly set aside time for informal discussion.

Formal Feedback. We request that resident teachers complete two or three written lesson evaluations each week, beginning about the fifth week when the student teacher begins taking specific instructional responsibility. Lesson evaluation and observation forms should be completed throughout to provide a clear record of performance during student teaching. Students will provide copies of the written evaluations in their Student Teaching Portfolio. Observations forms are appended to this handbook.

Comprehensive Evaluation. Comprehensive evaluations provide assessment of more than the instructional abilities of the student teacher. The resident teacher should complete these evaluation forms at the end of six weeks and again at the end of the twelve-week student teaching experience. These evaluations assess important interpersonal and professional skills along with instructional skills. These evaluations will be discussed with the student teacher and the SSU supervisor in three way conferences. Administrators may be invited to participate. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement and completion of the Student Teaching portfolio will be assessed. The evaluation form is appended to this handbook.

UNIVERSITY SUPERVISOR: ROLES AND RESPONSIBILITIES

The university supervisor is the person who assists both the student teacher and the resident teacher in the overall planning, implementation, and evaluation of the individual student teaching experience. The university supervisor also serves as the liaison between the university, the resident teacher, and the student teacher.

GENERAL ROLE AND RESPONSIBILITIES

The university supervisor should establish rapport with the student teacher and the resident teacher to ensure open communication between all participants. Visits should be arranged so both the student teacher and resident teacher have an opportunity to speak with the university supervisor. It may be necessary to arrange a visit outside of the regular supervision time to accomplish this objective.

Both the student teacher and the resident teacher may have many questions as the placement begins. The following are examples of types of assistance that may be provided by the university supervisor.

1. The SSU supervisor is a resource person for both the student teacher and the resident teacher.
2. One of the roles of the supervisor is that of record keeper. He/she must ensure that the necessary forms are distributed to each resident teacher, completed during the placement, and then returned to Sonoma State University at the end of the placement, even if copies of forms are also turned in by the student teacher.
3. Supervisors provide various levels of support, depending on resident teacher needs and requests of the student teacher.

The following are some specific examples of services that may be provided by the university supervisor.

1. Communicate about program objectives, guidelines, and procedures.
2. Assist in clarifying SSU's expectations of the student teacher and the resident teacher.
3. Assist the student teacher in developing lesson plans and in finding appropriate resources for lessons.
4. Provide feedback and support to the student teacher that supplements comments from the resident teacher.
5. Assist the resident teacher if questions or problems should arise.
6. Refer problems that need further discussion to the Department Chair at SSU.

EVALUATION

The university supervisor is responsible for giving both informal and formal feedback to the student teacher.

Informal Feedback. This form of feedback is usually verbal and, depending on its nature, should be shared with the resident teacher using the 6-week and 12-week evaluation tool as a frame for these discussions.

Formal Feedback. This form of evaluation is written and should be provided to the student teacher after each visitation. Students will provide copies of these evaluations in their Student Teaching Portfolio. The observation form is appended to this handbook.

Comprehensive Evaluation. Comprehensive evaluations provide assessment of more than the instructional abilities of the student teacher. The university supervisor should complete these evaluation forms at the end of six weeks and again at the end of the twelve-week student teaching experience. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement and completion of the Student Teaching portfolio should be discussed. The evaluation tool is appended to this handbook.

These evaluations assess important interpersonal and professional skills along with instructional skills. These evaluations will be discussed with the student teacher and the resident in three way conferences. Administrators may be invited to participate. The university supervisor is responsible to collect this information and electronically submit the 6 and 12-week ratings for their corresponding Student Teachers.

GUIDELINES FOR SCHEDULING

The transition of responsibilities from the resident teacher to the student teacher requires careful planning. Below are suggestions for scheduling that transition. The actual schedule of moving to full-time responsibility for the classroom program depends on the individual situation (ex. readiness of student teacher, classroom demands); but should allow for at least two weeks of complete classroom responsibility in the final phase of the student teaching placement. Please note that the student teaching placement is twelve weeks in duration (unless extended in order to provide additional experience) and is full-time. Student teachers follow the full-time schedule of the program in which they are placed including non-duty time before and after school. During the first month it is expected that students will spend time in the afternoon at the school site becoming familiar with the curriculum, visiting other classrooms, planning and developing lesson plans and other student teacher assignments.

First Phase

Summary

Phase One typically lasts for the first month. Student teachers observe and assist during the morning hours of school, beginning to assume instructional responsibilities. In the afternoon they visit other classrooms, examine curriculum and other instructional and assessment resources, begin to plan for their initial teaching responsibilities, and gather information and resources to complete the Teaching Event, IEP and behavior plan.

Week One

As the student teacher begins this assignment, he/she should have one or two days to become acquainted with the school, the students, and classroom routines. Emphasis during this week should be on preparing the student teacher to function as a member of the instructional team. The student teacher may assist the resident teacher in routine tasks and instructional activities. A suggested plan for week one is as follows:

- Introduce student teacher to class members
- Become familiar with the school and classroom: school policies, schedule, classroom rules
- Participate in routine tasks such as setting up and cleaning up classroom, lunch count, yard/hall duty
- Assist individuals or small groups during instructional activities.
- Begin planning and organizing materials to complete SSU assignments.

Week Two

The student teacher will begin assuming the teacher's role for a portion of each day. Cooperative planning and consultation should precede this step, as the student teacher will be implementing plans outlined by the resident teacher. Suggested activities for week two include:

- Continue activities begun during week one
- Perform general classroom duties and provide instructional assistance as requested by the resident teacher.

- Begin teaching for part of each morning using plans outlined by the resident teacher and working directly under that teacher's supervision,

Week Three

The student teacher will repeat some of the same activities of preceding weeks but will use his/her own plans. The resident teacher must have the opportunity to review and approve plans for each activity. The student teacher should assume primary responsibility for planning and instruction for at least two activities or groups each day. Suggested activities for week three include:

- Continue activities begun during prior weeks
- Develop lesson plans and implement them after they have been approved by the resident teacher

Week Four

The student teacher assumes more responsibility for morning instruction during week four. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the professional judgment of the resident teacher. It should also be noted that the nature of a specific program may require that a student teacher assume responsibility more gradually than he/she might in another setting. Suggested activities for this week include.

- Continue activities begun during prior weeks
- Develop lesson plans for half the morning and implement them after they have been approved by the resident teacher
- Assist the resident teacher the rest of the morning

Second Phase

Summary

During Phase Two, the student teacher continues to assume responsibility for planning and implementing morning lessons. In the afternoon, the student teacher begins to assist the teacher and work with small groups of students. The Teaching Event is typically implemented during Phase Two. The midterm evaluation is also completed and planning for the remainder of the semester is organized.

Week Five

The student teacher should assume responsibility for planning and implementing 50-75% of the morning instruction by the end of this week.

Some student teachers will be ready to assume additional responsibilities more rapidly than others. Neither the student nor resident teacher should be concerned about rushing this process.

Weeks Six through Eight

A gradual extension and expansion of all activities takes place during these weeks. During week six, the student teacher begins to assume responsibility for scheduling instructional assistants and

other personnel in the program and for ensuring that students go to appointments/other classes at their assigned times.

By the end of this period, student teachers are typically responsible for 75% of the instructional day.

Third Phase

Weeks Nine through Eleven

To the degree possible, the student teacher should be the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling.

Week Twelve

During the final week, the student teacher has the opportunity to finish or remediate any remaining responsibilities to successfully complete the student teaching assignment. It is also the time in which the resident teaching gradually resumes the role of the primary instructor.

RESOLUTION OF PROBLEMS THAT MAY OCCUR DURING STUDENT TEACHING

Procedures for Handling Problems

1. The student teacher or the resident teacher notifies the university supervisor as soon as a concern arises.
2. The university supervisor holds a two-way or three-way conference with the student teacher and/or resident teacher to discuss concerns and find solutions.
3. The university supervisor notifies the Department Chair of the problem.
4. If problems continue, the university supervisor schedules a formal three-way conference with the student teacher and resident teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution.
5. The university supervisor notifies in writing the student teacher, the resident teacher, the site principal, and the Department Chair of the problems and the plans for resolution.
6. If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor consults the Department Chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

Extension of Field Placement Assignment

In circumstances where the student teacher is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the resident teacher, and the Department Chair. In cases where disagreement exists, the Department Chair will make the final decision.

Removal of a Student from a Field Placement

When a student is being considered for removal from a field placement, a number of options are available including:

- 1. The student may be placed immediately in another field placement with specified stipulations and requirements.**
- 2. The student may be placed in another field placement in the following semester with specified stipulations and requirements.**

If the first or second option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the student's continuation in the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and specify agreements regarding re-placement and conditions/requirements for the student's continuation in the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field placement.

If the second option is chosen, the student will receive a no-credit (NC) grade for the first placement and must re-register for the new field placement. The student is expected to complete the repeat placement in the semester immediately following the semester of the original placement. A student may repeat a placement once; if he or she does not meet specified requirements and/or is not successful in that placement, termination from the program is likely.

- 3. The student may be denied another placement and counseled out of the program.**

If the third option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to counsel him/her out of the program. After meeting with the student, the Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the placement. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience.

- 4. The student may be denied another placement and terminated from the program.**

If the fourth option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The Department Chair must document in writing the causes for student termination from the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and terminated from the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

Notification List - Required

Student
Site Personnel, e.g., resident teacher, principal
University Supervisor
Credentials Analyst
Department Chair

Notification List – Optional as Appropriate

Dean, School of Education
Disability Resources Center

Immediate Termination of Field Placement

When the presence of the student teacher is detrimental to the classroom or when performance does not meet minimum standards after every effort has been made to resolve identified problems, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment.

APPENDICES

SONOMA STATE UNIVERSITY
Department of Educational Leadership and Special Education

Observation Form

Credential Candidate _____

School _____

Subject & Lesson _____ Date _____

<u>Making Subject Matter Comprehensible to Students</u> TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	<u>Assessing Student Learning</u> TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments	<u>Engaging Students In Learning</u> TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Learners	<u>Planning Instruction and Designing Learning Experiences for Students</u> TPE 8: Learning about Students TPE 9: Instructional Planning	<u>Creating and Maintaining Effective Environments for Student Learning</u> TPE 10: Instructional Planning TPE 11: Social Environment	<u>Developing as a Professional Educator</u> TPE 12: Professional, Legal and Ethical Obligations TPE 13: Professional Growth
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OBSERVATION	COMMENTS

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Observer: _____

Conference time / date: _____

Next Steps:

SONOMA STATE UNIVERSITY
Department of Educational Leadership and Special Education

Midterm and Final Evaluation

Candidate: _____

Resident Teacher or Support Provider: _____

University Supervisor: _____

Credential Program/Emphasis: _____ M/M M/S Internship

Dates: _____
Midterm Evaluation Final Evaluation

Education Specialist Student Teaching and Intern Comprehensive Evaluation

Sound professional practice and the standards of the Commission on Teacher Credentialing require that the student teaching experience be reflectively and self-critically evaluated. The Resident Teacher (for Student Teachers) or Support Provider (for Interns), University Supervisor and credential candidate complete this evaluation within a context of candor and accountability and recognizing the importance of overall professionalism with our practice. At Sonoma State University, this evaluation formally occurs two times during the student teaching practicum (Midterm = 6 weeks and Final =12 Week) although ongoing (formative) feedback to the student teacher is essential. Interns are formally assessed at the end of their first semester (Midterm) and at the end of the semester in which they complete the Teaching Event (Final).

Conducting the Evaluations

When conducting the Midterm and Final evaluations, the intent of this process is to come to consensus on how the candidate is progressing or has met the desired performance expectations. Thus, the evaluation process is a collaborative activity completed by the student teacher/intern, the resident teacher or support provider and the university supervisor. Each member of the team

individually completes an evaluation of the student teacher/intern and then the team meets to come to a consensus score for each Teaching Performance Expectation.

On occasions when collaborative dialogue does not produce consensus, any of these three individuals may submit “minority” evaluations as appropriate. In these instances, the judgments of the field supervisor and university supervisor are used for administrative purposes (e.g. pass/fail, repeat student teaching experience or additional intern supervision).

The evaluation elements are based on the 13 Teaching Performance Expectations (TPEs) set forth by the California Commission on Teacher Credentialing. TPEs are aligned with the six California Standards for the Teaching Profession. Candidates must be evaluated on each TPE. Under each TPE are listed a set of elements to consider in the evaluation process. These elements should also be used as discussion points at the consensus meeting.

The scoring system follows a 4-point scale (from 0-3) that is explained below. In addition to assigning a score for each TPE, please include any descriptive evidence or reference that were used when evaluating the TPE (e.g., lesson plans, IEP development, professional dispositions). There is a textbox provided for your comments.

We recognize that student teaching occurs in varied settings and with varied populations. Many of the TPEs are tied to content standards. Please use the CAPA or CMA alternative content standards if they are more appropriate to the students served in your classroom. Your university supervisor can answer any specific questions you may have as you complete this evaluation.

When this form has been completed and signed, the University Supervisor will return the consensus scores to the Chair of the Educational Leadership and Special Education Department at Sonoma State University. Thank you for your time and reflective thought in contributing to this evaluation effort.

Please use the following code when completing this form:

0 = Not applicable

1 = Needs additional work

2= Developing appropriately

3= Well developed

A. Making Subject Matter Comprehensible to Students		
TPE 1: Subject Specific Pedagogical Skills for Education Specialist Candidates		
Elements: <ul style="list-style-type: none"> • Instructs students with disabilities in the core academic curriculum (including CMA/CAPA) at the grade levels and in the service delivery modes of their legal assignment. • Instructs and delivers a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects (including CMA/CAPA) of their assignment based on their students' IEP. • Demonstrates knowledge of disabilities and their effects on learning, skills development and behavior. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
B. Assessing Student Learning		
TPE 2: Monitoring Student Learning During Instruction		
Elements: <ul style="list-style-type: none"> • Use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards (including CMA/CAPA) for students. • Pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. • Anticipate, check for, and address common student misconceptions and misunderstandings. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

TPE 3: Interpretation and Use of Assessments		
<p>Elements:</p> <ul style="list-style-type: none"> • Understands and uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. • Uses on-going assessment to evaluate student progress and to modify instruction. • Modifies and adapts assessment tools and strategies as appropriate to meet the diverse needs of learners. • Appropriately implements the state-adopted student assessment program(s). • Clearly and accurately explains assessment results to families. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
C. Engaging and Supporting Students in Learning		
TPE 4: Making Content Accessible		
<p>Elements:</p> <ul style="list-style-type: none"> • Uses varied instructional materials to reinforce state-adopted academic content standards (including CMA/CAPA) for students. • Prioritizes and sequences essential skills and strategies in a logical, coherent manner relative to students' current level of achievement and vary instructional strategies according to purpose and lesson content. • Balances instruction by adjusting lesson designs and take additional steps to foster access and understanding for all learners. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

TPE 5: Student Engagement		
<p>Elements:</p> <ul style="list-style-type: none"> Clearly communicates instructional objectives to students. Ensures that students understand what they are to do during instruction and monitors student progress toward academic goals. If students are struggling and off-task, candidate examines why and uses strategies to re-engage them. Uses community resources, student experiences, and applied learning activities to make instruction relevant. Provides students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Develops strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 6: Developmentally Appropriate Teaching Practices		
<p>Elements:</p> <ul style="list-style-type: none"> Demonstrates professional practices that are most commonly used and needed for students in their classroom, and appropriate to the specific phase of schooling. Demonstrates the ability to set student expectations based on their knowledge of typical and atypical development. Develops and implements behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

TPE 7: Teaching English Learners		
<p>Elements:</p> <ul style="list-style-type: none"> • Knows and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. • Implements an instructional program that facilitates English language development. • Uses systematic instructional strategies, including contextualizing key concepts to make curriculum content comprehensible to English learners. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
D. Planning Instruction and Designing Learning Experiences for Students		
TPE 8: Learning about Students		
<p>Elements:</p> <ul style="list-style-type: none"> • Draws upon an understanding of patterns of child and adolescent development to understand their students. • Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. • Demonstrates knowledge about multiple factors, including disability, gender and health and their impact on learning, skill development and behavior. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

TPE 9: Instructional Planning		
<p>Elements:</p> <ul style="list-style-type: none"> • Establishes clear long-term and short-term goals for student learning, based on state and local standards for student achievement (including CMA/CAPA) as well as on students' current levels of achievement. • Connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. • Plans how to explain content clearly and make abstract concepts concrete and meaningful. • Selects or adapts explicit instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs including direct instruction, inquiry and differentiated instruction. • Understands the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. • When support personnel are available, the candidate plans how to use them to help students reach instructional goals. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

E. Creating and Maintaining Effective Environments for Student Learning		
TPE 10: Instructional Time		
Elements: <ul style="list-style-type: none"> • Allocates instructional time to maximize student achievement in relation to state-adopted academic content standards (including CMA/CAPA) for students, instructional goals and scheduled academic tasks. • Establishes procedures and routines that maximize instructional time. • Demonstrates the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/ instructional assistants, and volunteers for useful instructional activities. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 11: Social Environment		
Elements: <ul style="list-style-type: none"> • Develops and maintains clear expectations for academic and social behavior. • Promotes student effort and engagement and creates a positive climate for learning. • Demonstrates the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students. • Knows how to write and implement a student discipline plan. • Knows how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

F. Developing as a Professional Educator		
TPE 12: Professional, Legal and Ethical Obligations		
Elements <ul style="list-style-type: none"> • Fulfills professional responsibilities and activities consistent with legal requirements and ethical practices. • Displays collegiality, courtesy and respect for student, fellow workers and supervisors. • Fulfills requirements delineated in the student teaching/intern handbook. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 13: Professional Growth		
Elements: <ul style="list-style-type: none"> • Evaluates their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. • Improves their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. • Uses reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. 		
Evidence:	Midterm Evaluation (0-3)	Final Evaluation (0-3)

Completion of Student Teaching/Internship Requirements: As a part of the final evaluation meeting, please check one and comment below or on a separate sheet.

_____ This student has satisfactorily completed the student teaching/internship requirement.

_____ This student has not satisfactorily completed the student teaching/internship requirement.

Resident Teacher

_____ Date _____

University Supervisor

_____ Date _____

Credential Candidate

_____ Date _____

Additional Comments: