

FRESNO STATE

**Kremen School
of Education and
Human Development**

*Cooperating/Master Teacher
Handbook*

*SPED 171: Mild/Moderate
SPED 172: Moderate/Severe*

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Program Options

The Kremen School of Education and Human Development's teacher education program provides several options in which students may participate while pursuing a teaching credential. Each option is intended to provide a slightly different focus and training methodology for students. For details on each program refer to a sequence of courses. Currently, the major options being offered are as follows:

Multiple Subject – designed for candidates who are interested in teaching in general education, grades K-8.

Education Specialist only [Mild/Moderate or Moderate/Severe] - designed for candidates who are interested in teaching in Special Education settings, grades K-age 22.

Early Childhood Education - a cohort program designed to for candidates interested obtaining a Multiple Subject K-8 Credential with an emphasis on Early Childhood Education. This program also fulfills the state mandated course requirements to teach Transitional Kindergarten.

Dual Credential Program - teacher candidates may simultaneously work on a Multiple Subject and Education Specialist Credentials.

Dual Early Childhood Education - a cohort program designed to for candidates interested obtaining a Multiple Subject K-8 Credential with an emphasis on Early Childhood Education and an Education Specialist simultaneously. This program also fulfills the state mandated course requirements to teach Transitional Kindergarten.

Bilingual Authorization Program - The multiple subject BAP credential authorizes the holder to provide academic instruction to English Learner students in their primary language.

Communicative Disorders - designed for students who wish to prepare for specialization in special education as educators of the deaf.

Partnership Cohorts - a block program where classes are taught at an elementary school site.

Internship program - an alternative certification program for those who complete their program while under full time employment as classroom teachers. All CSET's and an English Learner Course must be passed before entering the Internship program.

Sample Course Sequences

*Please refer to your advising sheet for your specific course requirements.

Prerequisites: EHD 50; CI 100; SPED 120 (SPED and Dual)

Multiple Subject Only	Special Education Only	Dual
Phase 1		
CI 171 Understanding the Learner, Instructional Design, and Assessment LEE 172 Cultural and Language Contexts of the Classroom LEE 173 Teaching Reading and Social Studies in Grades 4-8 EHD 174 Field Study A EHD 174A Field Study Seminar	LEE 172 Cultural & Language Contexts of the Classroom LEE 173 Teaching Reading & Social Studies in Grades 4-8 EHD 178 Field Study B EHD 178A Field Study Seminar SPED 130 Assessing Students with Special Needs SPED 145 Designing Effective Environments for Students with Disabilities	CI 171 Understanding the Learner, Instructional Design, & Assessment LEE 172 Cultural & Language Contexts of the Classroom LEE 173 Teaching Reading & Social Studies in Grades 4-8 SPED 130 Assessing Students with Special Needs EHD 174 Field Study A EHD 174A Field Study Seminar
Phase 2		
CI 175 Science Instruction and Applied Technology CI 176 Mathematics Instruction and Applied Assessment LEE 177 Teaching Reading and the Arts in Grades K-3 EHD 178 Field Study B EHD178A Field Study Seminar	Intern Eligible LEE 177 Teaching Reading and The Arts in Grades K-3 CI 176 Mathematics Instruction and Applied Assessment SPED 125 Positive Behavior and Social Supports SPED 136 Assessment, Curriculum Design & Instruction for Students with Mild/Moderate Disabilities –OR- SPED 146 Assessment & Instruction for Students with Moderate/Severe Disabilities SPED 171 Initial Practicum in Special Education MM –or- SPED 172 Initial Practicum in Special Education MS	LEE 177 Teaching Reading and The Arts in Grades K-3 CI 175 Science Instruction and Applied Technology CI 176 Mathematics Instruction and Applied Assessment SPED 125 Positive Behavior and Social Supports EHD 110D Field Study B (Dual Placement) EHD 178A [1 unit] Field Placement Seminar
Phase 3		
Intern Eligible SPED 179 Differentiated Instruction and Classroom Management EHD 170 Field Study C EHD 170A Field Study Seminar	SPED 219 Home-School Collaboration/Effective Communication & Collaborative Partnerships SPED 233 Special Educator as Researcher SPED 246 (previously SPED 137) Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities - OR- SPED 247 (previously SPED 147) Advanced Environmental Design & Instruction for Students with M/S Disabilities SPED 175 (6 units) Final Practicum in Special Education MM –OR- SPED 176 (6 units) Final Practicum in Special Education MS EHD170A [2 units] Field Placement Seminar	SPED 136 Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities –OR- SPED 146 Assessment & Instruction for Students with Moderate/Severe Disabilities SPED 145 Designing Effective Environments for Students with Disabilities EHD 170 [9 units] Field Study C Final Student Teaching Multiple Subject EHD 170A [2 units] Field Placement Seminar
Phase 4		
		Intern Eligible SPED 219 Home-School Collaboration/Effective Communication & Collaborative Partnerships SPED 233 Special Educator as Researcher SPED 246 (previously SPED 137) Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities -OR- SPED 247 (previously SPED 147) Advanced Environmental Design & Instruction for Students with M/S Disabilities SPED 175 (6 units) Final Practicum in Special Education MM –OR- SPED 176 (6 units) Final Practicum in Special Education MS

*For other credential options, please contact a program advisor

Continued Sample Course Sequences

*Please refer to your advising sheet for your specific course requirements.

Prerequisites: EHD 50; CI 100; SPED 120 (SPED and Dual)

Early Childhood Education	Dual Early Childhood Education
Phase 1	
CI 171ECE Psychological Contexts, Early Childhood Education LEE 172ECE Cultural Contexts Early Childhood Education LEE 173ECE Teaching Literacy and ELD Grades 4-8 CI 176 Mathematics Instruction and Applied Assessment EHD 174ECE Field Study A EHD 174A Field Study Seminar	CI 171ECE Psychological Contexts, Early Childhood Education LEE 172ECE Cultural Contexts Early Childhood Education LEE 173ECE Teaching Literacy and ELD Grades 4-8 CI 176 Mathematics Instruction and Applied Assessment SPED 130 Assessing Students with Special Needs EHD 174 Field Study A EHD 174A Field Study Seminar
Phase 2	
CI 150ECE Managing Early Learning Environments CI 175 Science Instruction and Applied Technology LEE 177ECE Language and Literacy Development and Instruction LEE 148 Integrated Curriculum EHD 178ECE Field Study B EHD178A Field Study Seminar	CI 150ECE Managing Early Learning Environments CI 175 Science Instruction and Applied Technology LEE 177ECE Language and Literacy Development and Instruction LEE 148 Integrated Curriculum EHD 178ECE Field Study B (Dual Placement) EHD 178A [1 unit] Field Placement Seminar
Phase 3	
<p style="text-align: center;">Intern Eligible</p> SPED 179 or 120 Differentiated Instruction and Classroom Management EHD 170ECE Field Study C EHD 170A Field Study Seminar	SPED 136 Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities –OR- SPED 146 Assessment & Instruction for Students with Moderate/Severe Disabilities SPED 145 Designing Effective Environments for Students with Disabilities EHD 170ECE [9 units] Field Study C Final Student Teaching Multiple Subject EHD 170A [2 units] Field Placement Seminar
Phase 4	
	<p style="text-align: center;">Intern Eligible</p> SPED 219 Home-School Collaboration/Effective Communication & Collaborative Partnerships SPED 233 Special Educator as Researcher SPED 246 (previously SPED 137) Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities -OR- SPED 247 (previously SPED 147) Advanced Environmental Design & Instruction for Students with M/S Disabilities SPED 175 (6 units) Final Practicum in Special Education MM –OR- SPED 176 (6 units) Final Practicum in Special Education MS

*For other credential options, please contact a program advisor

Fresno State Contacts:

Director of Field Placements, Ms. Janine Quisenberry – Phone: 278-0257 Email: jquisenb@csufresno.edu

Multiple Subjects Coordinator, Dr. Lisa Bennet – Phone: 278-0243 Email: lbennett@csufresno.edu

Special Education Coordinator, Dr. Elisa Jamgochian – Phone: 278-4011 Email: ejamgochian@csufresno.edu

Role Expectations of Teacher Candidates

In final practicum, teacher candidates are expected to

1. Exhibit intellectual integrity and sustain open discussion of ideas
2. Maintain student records appropriately and confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately reflect on and evaluate own practice, accept and consider constructive criticism and professional advice
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to
 - assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
 - assess outcomes of instruction
 - communicate student functioning to others
 - collaboratively develop individualized educational plans
 - write IEPs following team meetings
 - develop instructional strategies
6. Demonstrate program competencies in field settings that include students from culturally/ethnically/linguistically diverse backgrounds
7. Develop and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students
8. Plan, implement and manage daily classroom routines and instructional time to reflect maximum use of instructional time and effective teaching strategies for the population and setting
9. Participate in collaborative relationships with cooperating or mentor teacher, other school faculty and staff, related service delivery personnel, and families demonstrating appropriate communication, problem solving, and responsibility
10. Demonstrate ability to guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment
11. Plan and implement series of effective well-sequenced lessons that reflect knowledge of students' culture/language/ethnic background and abilities
12. Utilize appropriate technology for instruction and assessment
13. Maintain appropriate classroom management with behavioral supports that are positive, proactive and respectful
14. Use functional analysis to design and implement positive behavioral support plans
15. Use information about individual student characteristics to select appropriate instructional goals, strategies, and techniques

California State University Fresno
Kremen School of Education and Human Development
Qualifications and Role Expectations
Cooperating/Master Teachers

Qualifications for Cooperating/Master Teachers

When identifying cooperating/master teachers to mentor Fresno State teacher candidates during their student teaching, the institution collaborates with district personnel, carefully analyzes their pedagogical practices, and selects teachers whose instructional approaches and strategies are balanced, comprehensive, and consistent with current research as reflected in state policy.

Teachers who supervise candidates' field experiences must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district cooperating/master teacher must have demonstrated exemplary teaching practices as determined by the employer and the Fresno State preparation program to provide the best possible role model for Teacher Candidates. Databases such as Data Works and Fresno State Field Placement databases of student and supervisors feedback are also consulted before field placements are finalized.

1. Cooperating Teachers demonstrate generally-accepted positive leadership qualities, such as intelligence, good oral and written communication skills, acceptance of multiple alternative solutions to complex problems, decisiveness, clarity of vision, and well-developed interpersonal skills and sensitivities.
2. Cooperating Teachers are able to collaborate effectively with adults and ask the right questions of beginning teachers in order to stimulate their growth and independence. Having a knowledge base about accepted practice is important for Cooperating Teachers, but a big part of a Cooperating Teacher's job is to stimulate independence. Raising questions is an important part of the learning process, and it should help both the Teacher Candidate and the Cooperating Teacher.
3. Cooperating Teachers are receptive of Teacher Candidate's use of a variety of methods and encourage them to develop their own style of teaching. Co-teaching is encouraged.
4. Cooperating Teachers emphasize the principles of continuous learning and reflection. Cooperating Teachers play an important role in modeling desirable attitudes and values, as well as in helping newcomers to understand specific practices. For example, Cooperating Teachers should be current in their knowledge of the subject matter, California State Frameworks, California Standards for the Teaching Profession, Common Core Standards, and district guidelines. They should be current in the latest teaching methodologies and be involved in curriculum development. In addition, active participation in school-related activities and committees is expected.

Cooperating Teachers acquaint the Teacher Candidates with the everyday survival skills in the teaching profession. It is important that a beginning teacher learn the expectations and responsibilities of a teacher at a school site. Not only is it a critical skill that will enable a teacher to accomplish his/her professional and school goals, but also a genuine survival skill.

Role Expectations of Cooperating/Master Teachers

Helps a Teacher Candidate to develop the skills and knowledge needed for successful teaching.

1. Retains the legal responsibility for the classroom and the playground at all times.
Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Master Teacher.
2. **EHD 178/178ECE/110D/SPED 171/172** Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.
3. **EHD 170/170ECE/SPED 175/176 Substitute Teaching:** Teacher Candidates are **not** permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.
4. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, and disciplinary and emergency procedures.
5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
6. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
7. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, and parent/school meetings and to participate in parent conferences when applicable.
8. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting. Maintains communication with the University Supervisor regarding the student's progress.
9. Arranges for the Teacher Candidate to have ample teaching opportunities in a variety of subjects. The Teacher Candidate should plan and resume all classroom duties for at least two weeks (EHD 170/170ECE) and three weeks (SPED 175/176).
10. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
11. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
12. Agrees to complete required Mid-Semester and Final Assessment/Goal Setting forms at a designated date set by the University Supervisor. Participates in a mid-semester meeting with Teacher Candidate and University Supervisor and final evaluation conference with the Teacher Candidate. When assessing the Teacher Candidate, account is taken of the student's stage as a beginning teacher. Gives input regarding course credit to the University Supervisor. A letter of reference is optional.
13. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress, or concerns regarding professionalism.

California State University Fresno
Kremen School of Education and Human Development
Multiple Subject/Special Education Credential Program
Role Expectations of Principals/School Site Administrators

Role Expectations of School Principals

2. Works with the Director of Professional Field Experiences and the University Supervisor to assign Teacher Candidates a School Site Partner or Cooperating/Master Teacher.
3. Holds an orientation meeting to acquaint the Teacher Candidate with:
 - a. School and community demographics
 - b. School/district policies and philosophies
 - c. School site facilities, staff and resources
 - d. School dress code
 - e. Parking
 - f. Sign in and identification
 - g. Procedures for emergencies, reporting accidents, child abuse, sexual harassment, appropriate/inappropriate touching and interactions, discipline and bullying

NOTE:

The legal responsibility for the classroom and the playground remains with the paid employees. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Master Teacher.

Substitute Teaching

EHD 174/174ECE, EHD 178/178ECE, EHD 110D and SPED 171/172

Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as Teacher Candidates.

EHD 170/170ECE and SPED 175/176

Teacher Candidates are **not** permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the Director of Professional Field Experiences (278-0257) or Program Coordinator and University Supervisor. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.

Role Expectations of University Supervisors
EHD 178/178ECE/110D and SPED 171/172

1. Works collaboratively with the Director of Professional Field Experiences and principal/designee to confirm classroom assignments.
2. Meets with Cooperating Teachers for an orientation to go over competencies, discusses expectations and Co-Teaching.
3. Holds group and or individual small group discussions to review the California Standards for the Teaching Profession, Teacher Performance Assessments, and other pertinent topics throughout the semester.
4. Makes weekly visits/contacts to the school site for the purpose of meeting with Teacher Candidates, Cooperating Teachers, Administrators/designee; visiting/observing Teacher Candidates. Contact may include holding small group, individual discussions or virtual discussions to review pertinent topics related to the student teaching experience.
5. Completes (in writing) a minimum of six formal lesson observations and provides documentation of contact for each Teacher Candidate under their supervision. Observations are to be documented in alignment with the Teacher Performance Expectations and California Standards for the Teaching profession. Two of these formal evaluations may include video capture or synchronous video observations.
6. Maintains communication with the Teacher Candidate, Cooperating Teacher and the school principal/administrator throughout the semester.
7. Reviews lesson plans and responds to reflections on a regular basis.
8. Observes Teacher Candidate teaching some of the LEE 177/177ECE competencies for Literacy Development and gives feedback on implementation. These competencies are assigned and verified by the LEE 177/177ECE instructor.
9. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials, and resources.
10. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
11. Collaborates and participates in a mid-semester and final evaluation meeting with the Cooperating/Master Teacher and Teacher Candidate.
12. Verifies the completion or lack of 50% of the competencies at mid-semester.
13. Observes a Teacher Candidate's site visitation project including a meeting to review and assess the observation with the Teacher Candidate (EHD 178/178ECE/110D).
14. Assists the Teacher Candidate with meeting the competencies, verifies/signs off the successful completion of competencies, and objectively evaluates the successful completion of the student teaching experience. Assigns a CR/NC grade or Letter Grade (SPED 171/172).
15. Submits copies of required documentation to the Office of Professional Field Experiences at the end of the semester.

SPED 171/172 – Course Overview

SPED 171/172 requires a minimum of 16 hours per week in a K-12 classroom, RSP or SDC setting, serving students identified with Mild/Moderate (171) or Moderate/Severe (172) disabilities. In this supervised field placement teacher Candidates will complete assessments, engage in curriculum development and implementation, instructional activities, and other professional duties of the special education teacher. Teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Successful teacher candidates will take over some small group and individual student responsibilities of their Cooperating Teacher for a period of two weeks at the end of the semester.

General Practicum Policies

Assignment completion: Course-related assignments may be drawn from students in your practicum placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.

Outside commitments: Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of student teaching. Such interference may result in student teachers having to withdraw from the experience or make the adjustments necessary in their personal lives to fulfill the requirements of the program.

Absences: Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. **Teacher Candidates will be required to make-up time absent by adding days to the field placement experience, which must be completed by the last day of finals week and in agreement with the supervisor and master teacher.** If a Teacher Candidate is going to be absent, he or she must notify the University Supervisor, the school, and the School Site Partner/Master Teacher by 7:30 AM on the day of their assigned class time. It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate's absence. **More than 3 absences may result in a No Credit for the course.** Extenuating circumstances must be discussed with the supervisor, Field Placement Coordinator, and Program Coordinator.

Substitute Teaching: Teacher candidates are **not** permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor and the time frame falls in the last 4-6 weeks of the semester.

Professional Ethical Behavior:

As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texting during class time. Facebook or similar online forms of communication should be kept professional. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Student Teacher Handbook can serve as a guide.

The Professional Dress:

The Teacher Candidate is expected to maintain a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, or miniskirts. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

Retaking Field Placement Courses: Students who don't receive a passing grade of an "A" or a "B" in a field placement course, who wish to retake the course, are required to meet with the University Supervisor, Director of Field Placements, or Program Coordinator to develop a remediation plan. This plan will state the areas of concern, action (recommendations for remediation), resources needed to support teacher candidate, and date to review progress/outcome. (See Plan of Assistance form). The Teacher Candidate must sign and date the plan.

Students who don't receive a passing grade of an "A" or a "B" in a field placement course are also required to complete a Special Consideration form, and submit it to ED 100 by the required date. Their Plan of Assistance should be attached to this form. The petition to retake the course will be reviewed by the Special Consideration Admissions and Standards Committee. The teacher candidate will be informed of the committee's decision by email.

Students who don't receive passing grade ("A" or "B") for a second time will be dismissed from the Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Professional Ethical Behavior: As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and or making cell phone calls or texting during class time. Facebook or similar online forms of communication should be kept professional – never post information about students or the school site at which you're placed. The Teacher Candidate Code of Ethics and Confidentiality of Student Records in the Student Teacher Handbook can serve as a guide.

Professional Dress: Teacher Candidate maintains a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students. Do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, or miniskirts. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) Comparison Chart

TPE	CSTP
MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction <ul style="list-style-type: none"> • TPE 1A: Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments • TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments 	3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content
ASSESSING STUDENT LEARNING	ASSESSING STUDENT LEARNING (5)
TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families
ENGAGING AND SUPPORTING STUDENTS IN LEARNING	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1)
TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices <ul style="list-style-type: none"> • TPE 6A: Developmentally Appropriate Practices in Grades K-3 • TPE 6B: Developmentally Appropriate Practices in Grades 4-8 • TPE 6C: Developmentally Appropriate Practices in Grades 9-12 TPE 7: Teaching English Learners	1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (4)
TPE 8: Learning about Students TPE 9: Instructional Planning	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)
TPE 10: Instructional Time TPE 11: Social Environment	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
DEVELOPING AS A PROFESSIONAL EDUCATOR	DEVELOPING AS A PROFESSIONAL EDUCATOR (6)
TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Practicum Completion Checklist/Evaluation – SPED 171

Portfolio Requirements	TPEs	Completed
Students in Context: Class Profile	2 – 9, 11	<input type="checkbox"/>
Daily Instructional Block Plan	1-11	<input type="checkbox"/>
Classroom Management Plan Implementation (assignment from SPED 125 and general classroom management observations of supervisor and/or cooperating teacher)	2, 5, 6, 8, 10 - 12	<input type="checkbox"/>
Membership in Professional Organization (include confirmation of membership)	13	<input type="checkbox"/>
Individualized Education Plan – Reflection (assignment in SPED 136 and 146; reviewed with supervisor)	12, 13	<input type="checkbox"/>
Co-Teaching Observations & Reflections (See “Co-Teaching Requirements”)	4, 5, 9, 10, 13	<input type="checkbox"/>
Participation in Grade-Level, Parent-Teacher, SST, etc. meetings	10, 12, 13	<input type="checkbox"/>
Examples of communication regarding student progress (e.g., progress notes home, parent/guardian contact log, conferences, notes/emails to colleagues, report cards, progress reports, event flyers, newsletters, etc. Use home language as needed).	3, 7, 10 - 13	<input type="checkbox"/>
Student Self-Reflection (Mid-semester)	12, 13	<input type="checkbox"/>
Student Self-Reflection (Final)	12, 13	<input type="checkbox"/>

**All of the above items must be completed in order to receive a passing grade ('B' or better).*

Comments:

Practicum Completion Checklist/Evaluation – SPED 172

Portfolio Requirements	TPEs	Completed
Students in Context: Class Profile	2 – 9, 11	<input type="checkbox"/>
Daily Instructional Block Plan	1-11	<input type="checkbox"/>
Classroom Management Plan Implementation (assignment from SPED 125 and general classroom management observations of supervisor and/or cooperating teacher)	2, 5, 6, 8, 10 - 12	<input type="checkbox"/>
Membership in Professional Organization (include confirmation of membership)	13	<input type="checkbox"/>
Individualized Education Plan – Reflection (assignment in SPED 136 and 146; reviewed with supervisor)	12, 13	<input type="checkbox"/>
Co-Teaching Observations & Reflections (See “Co-Teaching Requirements”)	4, 5, 9, 10, 13	<input type="checkbox"/>
Participation in Grade-Level, Parent-Teacher, SST, etc. meetings	10, 12, 13	<input type="checkbox"/>
Examples of communication regarding student progress (e.g., progress notes home, parent/guardian contact log, conferences, notes/emails to colleagues, report cards, progress reports, event flyers, newsletters, etc. Use home language as needed).	3, 7, 10 - 13	<input type="checkbox"/>
Student Self-Reflection (Mid-semester)	12, 13	<input type="checkbox"/>
Student Self-Reflection (Final)	12, 13	<input type="checkbox"/>

**All of the above items must be completed in order to receive a passing grade ('B' or better).*

Comments:

Co-Teaching Requirements Preliminary Education Specialist Credential

The following table outlines 5 co-teaching strategies. You are required to teach co-taught lessons using each strategy below. Lessons may be co-taught with your Master/Cooperating teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your supervisor. Three co-taught lessons will be observed by your supervisor – one for SPED 171 and two for SPED 175. In your portfolio, include completed observation for each co-taught lesson (3), and lesson plans and reflections for each strategy (5).

Co-Teaching Strategies

Strategy	Definition/Example	Observation Date	Supervisor Signature
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.		
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <i>Example:</i> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.		
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <i>Example:</i> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.		
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <i>Example:</i> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.		
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <i>Example:</i> Both instructors can share the reading of a story or text so that the students are hearing two voices.		

Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Lesson Plan Template

Unit/Lesson Overview

Name:	
Date of Lesson:	
Grade Level(s):	
Title/Lesson Topic:	
Subject/Content Area:	
Duration:	
Unit Description:	
Lesson Description (in student-friendly language):	
Common Core/CA Content Standards:	
SIOP/Language Objective	

Goals

Unit Goals (expected outcomes for unit in observable/measurable terms):	
Lesson Goals (expected outcomes for lesson in observable/measurable terms):	

Vocabulary

Word	Student-Friendly Definition

Materials

--

Methods

Anticipatory Set: (include guiding questions (based on Bloom's/Webb's DOK)	
Introduce and Model New Knowledge	
Provide Guided Practice	
Provide Independent Practice:	
Provide Closure	

Assessment (How will you assess student learning for this lesson? How will you know students have met the objective(s) [What's the criteria?])?

Formative/Ongoing Assessment:	
Summative/End Of Lesson Assessment:	

Classroom/Behavior Management Strategies

--

Supports for students with disabilities and/or English Learners

Student's disability or diversity	Support (including accommodations or modifications)

Reflection

What went well? (strengths/successes of lesson)	
Were all students successful? Did they meet your learning objective(s)? How do you know?	
What areas of the lesson need improvement? What might you do differently if you were to teach this lesson again?	
What did you learn from teaching this lesson?	
Additional Comments (Next steps? Links to next lesson? Plans for reteaching/remediation/extensions?):	

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School Of Education And Human Development
Special Education Practicum Observation Feedback Form

Teacher Candidate Name: _____ Date: _____

School: _____

Evaluation completed by: ___ Master Teacher: _____

OR ___ University Supervisor: _____

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teaching Credentialing and the Council for Exceptional Children.

Summary of Candidate's strengths:

Areas to be developed:

Teacher Candidate Signature: _____

Not every item is evaluated during a single observation. Some items are evaluated throughout the semester using other means, such as candidate/supervisor interviews or other professional documents.

1. Engaging and Supporting All Students in Learning	Notes/Comments
1.1 Connects students' prior knowledge, life experience, and interests with learning goals.	
1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs, including those of English learners; e.g., SDAIE, Universal Design.	
1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.	
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	
1.5 Promotes self-directed, reflective learning for all students.	

2. Creating and Maintaining An Effective Environment for Students	Notes/Comments
2.1 Creates a physical and instructional environment that is engaging and reflects the cultural linguistic diversity of all students.	
2.2 Establishes a climate that promotes fairness and respect.	
2.3 Promotes social development and responsibility.	
2.4 Establishes and maintains standards for student behavior.	
2.5 Plans and implements classroom procedures and routines that support student learning.	
2.6 Uses instructional time effectively.	
2.7 Directs activities of classroom paraprofessionals, aides, volunteers, peer tutors.	
2.8 Utilizes positive behavior support techniques.	
2.9 Encourages interactions with typical peers across instructional settings.	

3. Understanding and Organizing Subject Matter Knowledge for Student Learning	Notes/Comments
3.1 Demonstrates knowledge of subject matter content and student development.	
3.2 Organizes curriculum to support student understanding of subject matter.	
3.3 Interrelates ideas and information within and across subject matter areas.	
3.4 Develops understanding through instructional strategies that are appropriate to the subject, and the students, including English learners.	
3.5 Uses materials, resources, and technologies to make subject matter accessible.	
3.6 Adapts/modifies subject matter to meet students' individual needs.	

4. Planning Instruction and Designing Learning Experiences for All Students	Notes/Comments
4.1 Draws on and values students' cultural, social and linguistic backgrounds, interests, and developmental learning needs.	
4.2 Establishes and articulates goals and instructional objectives for student learning.	
4.3 Develops and sequences instructional activities and materials for student learning.	
4.4 Designs short-term and long-term plans to foster student learning.	
4.5 Modifies instructional plans to adjust for student needs.	
4.6 Develops and implements IEP goals to address students' individual needs.	

5. Assessing Student Learning	Notes/Comments
5.1 Establishes and communicates learning goals for all students.	
5.2 Collects and uses multiple sources of information to assess student learning.	
5.3 Involves and guides all students in assessing their own learning.	
5.4 Uses the results of assessments to guide instruction.	
5.5 Communicates with students, families and other audiences about student progress.	
5.6 Develops and administers nonbiased, nondiscriminatory assessment procedures that recognize the confounding features associated with English language acquisition.	
5.7 Utilizes assessment data to develop Individual Education Programs (IEP).	
5.8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.	

6. Developing As A Professional Educator	Notes/Comments
6.1 Reflects on teaching practices and plans professional development.	
6.2 Establishes professional goals and pursues opportunities to grow professionally.	
6.3 Works with culturally and linguistically diverse communities to improve professional practice.	
6.4 Works with colleagues to improve professional practice.	
6.5 Assumes initiative and responsibility for tasks and assignments.	
6.6 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments.	
6.7 Uses verbal, nonverbal, and written language effectively.	
6.8 Upholds high standards for competence and integrity and exercises sound judgment in the practice of the profession.	

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School Of Education And Human Development
Special Education Practicum
Midterm and Final Evaluation | SPED 171/172/175/176

Spring _____ Fall _____ 20 _____ Midterm (date) _____ Final (date) _____

Teacher Candidate _____

School _____ Grade Level _____ ES _____ MS _____ HS _____

District _____ Class Designation _____

Evaluation completed by: _____ Master Teacher: _____

OR _____ University Supervisor: _____

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teaching Credentialing and the Council for Exceptional Children.

*Please complete midterm evaluation in **blue ink** and final evaluation in **black ink**.

Please rate candidates on each of the items below using the following key:

NA = Not Applicable	1 = Insufficient Evidence/Not Met	2 = Beginning: needs more time to develop skills	3 = Developing: showing growth, evolving	4 = Achieved: exceptional performance
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1. Engage and Supporting All Students in Learning	NA	1	2	3	4
1.1 Connects students' prior knowledge, life experience, and interests with learning goals.					
1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs, including those of English learners; e.g., SDAIE, Universal Design					
1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.					
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.					
1.5 Promotes self-directed, reflective learning for all students.					
1.6 Incorporates technology/assistive technology (high and low tech) meaningfully and appropriately to support student learning					
Average score (1)					
2. Creating and Maintaining An Effective Environment for Students	NA	1	2	3	4
2.1 Creates a physical and instructional environment that is engaging and reflects the cultural and linguistic diversity of all students.					
2.2 Establishes a climate that promotes fairness and respect.					
2.3 Promotes social development and responsibility.					
2.4 Establishes and maintains standards for student behavior.					
2.5 Plans and implements classroom procedures and routines that support student learning.					
2.6 Uses instructional time effectively.					
2.7 Directs activities of classroom procedures and routines that support student learning.					
2.8 Utilizes positive behavior support techniques.					
2.9 Encourages interactions with typical peers across instructional setting,					
Average score (2)					

3. Understanding and Organizing Subject Matter Knowledge for Student Learning	NA	1	2	3	4
3.1 Demonstrates knowledge of subject matter content and student development.					
3.2 Organizes curriculum to support student understanding of subject matter.					
3.3 Interrelates ideas and information within and across subject matter areas.					
3.4 Develops understanding through instructional strategies that are appropriate to the subject, and the students, including English learners.					
3.5 Uses materials, resources, and technologies to make subject matter accessible.					
3.6 Adapts/modifies subject matter to meet students' individual needs.					
Average score (3)					
4. Planning Instruction and Designing Learning Experiences for All Students	NA	1	2	3	4
4.1 Draws on and values students' cultural, social and linguistic backgrounds, interests, and developmental learning needs.					
4.2 Establishes and articulates goals and instructional objectives for student learning.					
4.3 Develops and sequences instructional activities and materials for student learning.					
4.4 Designs short-term and long-term plans to foster student learning.					
4.5 Modifies instructional plans to adjust for student needs.					
4.6 Develops and implements IEP goals to address students' individual needs.					
4.7 Adapts the general education curriculum, as needed, to improve accessibility to content, materials, activities, etc.					
Average score (4)					
5. Assessing Student Learning	NA	1	2	3	4
5.1 Establishes and communicates learning goals for all students.					
5.2 Collects and uses multiple sources of information to assess student learning.					
5.3 Involves and guides all students in assessing their own learning.					
5.4 Uses the results of assessments to guide instruction.					
5.5 Communicates with students, families and other audiences about student progress.					
5.6 Develops and administers nonbiased, nondiscriminatory assessment procedures that recognize the confounding features associated with English language acquisition.					
5.7 Utilizes assessment data to develop Individual Education Programs (IEP).					
5.8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.					
Average score (5)					
6. Developing As A Professional Educator	NA	1	2	3	4
6.1 Reflects on teaching practices and plans professional development.					
6.2 Establishes professional goals and pursues opportunities to grow professionally.					
6.3 Works with culturally and linguistically diverse communities to improve professional practice.					
6.4 Works with colleagues to improve professional practice.					
6.5 Assumes initiative and responsibility for tasks and assignments.					
6.6 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments.					
6.7 Uses verbal, nonverbal, and written language effectively.					
6.8 Upholds high standards for competence and integrity and exercises sound judgment in the practice of the profession.					
Average score (6)					

7. Other Professional Competencies	Yes = 1	No = 0
C6.1 Takes initiative		
C6.2 Handles information about children, peers, families, colleagues and supervisors ethically.		
C6.3 Accepts criticism and suggestions from the Master Teacher and/or University Supervisor.		
C6.4 Is punctual (arrives on time, submits assignments in a timely manner, etc.)		
C6.5 Respects the attitudes and opinions of others.		
C6.6 Has attended a professional conference, in-service, or meeting.		
TOTAL (7)		

Midterm	Final
Average (1): _____	Average (1): _____
Average (2): _____	Average (2): _____
Average (3): _____	Average (3): _____
Average (4): _____	Average (4): _____
Average (5): _____	Average (5): _____
Average (6): _____	Average (6): _____
Total (7): _____	Total (7): _____
Sum of above: _____ /30 A = 27-30 B = 24-26	Sum of above: _____ /30 A = 27-30 B = 24-26

Short-Term Goal Planning Form

Following each of your 4 formal observations, complete the following form with your supervisor and/or Cooperating Teacher. Determine 3 short-term goals to work toward between each observation.

Name _____ Supervisor _____ Initial Practicum: SPED 171 SPED 172
 School: _____ Cooperating Teacher _____ Final Practicum: SPED 175 SPED 176

Date	Short-Term Goals (based on reflection and supervisor feedback)	Complete	Comments
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

Student Self-Reflection

This form is to be completed at the Midterm and Final Evaluation.

Name _____ Supervisor _____

SPED 171 SPED 172

SPED 175 SPED 176

School: _____ Cooperating Teacher _____

Midterm Final

	Mid-Semester Meeting	Final Meeting
Strengths	1) 2) 3)	1) 2) 3)
Focus Areas	1) 2) 3)	1) 2) 3)
	Meeting Date	

Optional: Additional experiences I would like to have:

CHARACTERISTICS OF AN EFFECTIVE MASTER/COOPERATING TEACHER

Effective Master/Cooperating/Master Teachers:

1. Provide an orientation that gives information that eases the adjustment to the school and classroom
2. Introduce teacher candidates to others in the building and give them an opportunity to interact with faculty members regularly.
3. Help the candidate locate resource materials, equipment, and key people.
4. Accept the teacher candidate as a co-worker of equal status. Prepare the class to treat the teacher candidate the same way they treat you
5. Provide opportunities for the teacher candidate to study children and how they learn.
6. Structure responsibilities which gradually induct the teacher candidate into full time teaching. Help teacher candidate to plan at least a week ahead.
7. Encourage the teacher candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.
8. Conference regularly with the teacher candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.
9. Work with the teacher candidate in developing lesson delivery skills.
10. Work with the teacher candidate in developing classroom management skills. Explain your system and devise a way to work together
11. Demonstrate sensitivity to the emotional needs of the teacher candidate during the stressful period of student teaching.
12. Observe the teacher candidate and provide honest specific, constructive feedback on lessons. Encourage teacher candidate to reflect on what went well and come up with strategies to improve their effectiveness. For example, don't say, "Your lesson was pretty good", but try to get the teacher candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.
13. Familiarize teacher candidate to district and school programs (e.g., RSP, GATE, Special Education, Reading Recovery etc.)
14. Provide curriculum frameworks, and district guidelines.
15. Inform teacher candidate of district and school testing programs and their place in the curriculum.

16. Build and maintain trust

17. Help parents understand the valuable role the teacher candidate plays in the classroom.

18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or slave labor.

A Great Teacher....

- Passion for teaching.
- Love of kids.
- Love of their subject.
- Understanding of the role of a school in a child's life.
- A willingness to change.
- A work ethic doesn't quit.
- A willingness to reflect.
- Organization
- Understanding that being a 'great teacher' is a constant struggle to always improve.
- Enough ego to survive the hard days.
- Enough humility to remember it's not about you.
- A willingness to work collaboratively.
- The willingness to try new methods of teaching.

Letter of Recommendation

Some teacher candidates will ask you for a letter of reference. This is optional. If you choose to write a letter of reference the following may be helpful.

“TWO SPECIFIC AREAS THAT MUST BE PRESENTED IN ANY WORTHWHILE LETTER OF RECOMMENDATION.”

THE STUDENT AS A PERSON

THE PERSON AS A STUDENT

-
- | | |
|------------------------------|-------------------------------|
| 1. Personality | 1. Academic Aptitude |
| i. Getting Along With Others | i. Divergent Thinking |
| ii. Independence | ii. Process of inquiry |
| iii. Initiative | iii. Subject Fluency |
| 2. Attitude | 2. Academic Performance |
| 3. Character | i. Work Habits |
| 4. Maturity Level | ii. Communication Abilities |
| 5. Other Areas | iii. Participation |
| | 3. Academic Attitude |
| | i. Enthusiasm for Subject |
| | ii. Pride in Work |
| | iii. Receptive to Instruction |

DESCRIPTOR RESULTS

POSITIVE: 1 – 30

-
- | | |
|----------------------------|--------------------------------|
| 1. Exceptional | 16. Trustworthy |
| 2. Highly Recommended | 17. Fine Professional Attitude |
| 3. Outstanding | 18. Self-Starter |
| 4. Creative | 19. Respected |
| 5. Demonstrated Leadership | 20. Dedicated |
| 6. Superior | 21. Well Qualified |
| 7. Innovative | 22. Poised |
| 8. Confident | 23. Flexible |
| 9. Cooperative | 24. Constructive |
| 10. Well Prepared | 25. Dependable |
| 11. Superb | 26. Desire To Learn |
| 12. Articulate | 27. Understanding |
| 13. Sound Judgment | 28. Involved |
| 14. Conscientious | 29. Professional |
| 15. No Hesitation To Hire | 30. Organized |

DESCRIPTOR RESULTS

NEUTRAL: 1 – 30

-
- | | |
|------------------------------|--|
| 1. Generally | 17. Appears To Be Dependable |
| 2. Background | 18. Change |
| 3. Uniform | 19. Methodical |
| 4. Probability | 20. Potential |
| 5. Possibility | 21. Is Off To A Good Start |
| 6. Sufficient | 22. Has Potential |
| 7. Suitable | 23. Acquiring |
| 8. Is A Beginner | 24. Please Call If You Need Additional Information |
| 9. Satisfactory | 25. Has Learned To Be Forceful |
| 10. Seems To Have Dedication | 26. Works Well With Motivated Students |
| 11. Systematize | 27. Gaining In Professionalism |
| 12. Met Their Potential | 28. Serious |
| 13. Growth In Discipline | 29. Gregarious |
| 14. Average | 30. Recognizes The Need To Improve |
| 15. Reasonably Good | |
| 16. Gaining | |

DESCRIPTOR RESULTS

NEGATIVE: 1 – 30

-
- | | |
|--|------------------------------------|
| 1. Negligent | 16. Will Need Supervision |
| 2. Lax | 17. Slack |
| 3. Indecisive | 18. Shortcomings |
| 4. Lackadaisical | 19. Blemish |
| 5. Tardy | 20. Apathetic |
| 6. Weak | 21. Vacillate |
| 7. Flounder | 22. Could Do More Work In Planning |
| 8. Late | 23. Frailty |
| 9. Confused | 24. Needs To be More Aware |
| 10. Bewildered | 25. Hamper |
| 11. Has Difficulty | 26. Possibly Will Improve |
| 12. Insecure | 27. Misgiving |
| 13. Needs To Work On Being Conscientious | 28. Reluctant |
| 14. Needs Careful Guidance | 29. Decline |
| 15. Complacent | 30. May Have Difficult |

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.