College of Education and Integrative Studies
Department of Education

Clinical Practice Handbook

Credential Programs for:

- Preliminary Multiple Subject
- Preliminary Single Subject
- Preliminary Education Specialist

Beginning Fall, 2018, the University will move to a Semester calendar.
See the Semester Conversion website for more information.
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CONTACT INFORMATION
Candidates should complete this information for each quarter (Block) of Clinical Practice.

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COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

College Mission Statement

The College of Education and Integrative Studies (CEIS) is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.

Department of Education Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Department of Education Conceptual Framework - LEAD

The word “education” derives from the Latin verb “to lead”; thus we view leadership as inherent in the mission of educator preparation. We prepare all educators in our programs for Leadership grounded in Expertise with Application to real-world settings, and a commitment to honor Diversity, technology, and global consciousness in order to promote social justice and the development of human potential in a pluralistic society.

LEADERSHIP by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

EXPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

APPLICATION OF KNOWLEDGE by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms of schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.

DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

Revised Fall, 2017
Clinical Practice (sometimes called *Student Teaching*) is the culmination of the educational prerequisites, field experience, and core courses of the Teacher Education Program for Multiple Subject, Single Subject, and Education Specialist candidates. The Department of Education aims to have this experience be a stimulating and challenging part of our new teachers’ professional preparation.

Clinical Practice is a cooperative effort between school districts and Cal Poly Pomona. The Department of Education is committed to preparing students to meet the diverse needs of our surrounding communities and educational systems. With this goal in mind, the Department identifies and establishes partnerships with teachers, public schools, and some non-public special needs schools. We aim to select partner schools that support linguistic diversity, multiculturalism, active student learning, critical thinking, and integrated and interdisciplinary curricula. The Department strives to identify teachers and schools that exemplify the highest professional standards of excellence.

Clinical Practice is a mutually beneficial and rewarding experience for everyone involved. For each Teacher Candidate, it is the long-awaited opportunity to learn first-hand, with the support of an experienced teacher, what it is really like to teach. It is also the opportunity to apply the educational theory and methodology that has been learned in teacher education courses. Teacher candidates bring enthusiasm and current knowledge, and they enrich the school’s culture. School districts look forward to having student teachers in their schools. For teacher interns, this is an opportunity to teach, earn a salary, and receive a wide variety of professional support while learning and completing the credential program requirements. For Cooperating Teachers (the district teachers with whom Cal Poly Teacher Candidates are placed), this is a rewarding opportunity to review and share their accumulated wealth of materials, skills, and knowledge. Cooperating Teachers have a unique opportunity to make a significant contribution to the profession through their roles as mentors and educational leaders.

Clinical Practice is a comprehensive program involving mentorship, as well as formative and summative evaluation of Teacher Candidates. As the culmination of your teacher preparation experience, it enables you to apply the knowledge, skills, and abilities learned in courses and field-work in a sustained, intensive manner. Figure 1 details the ways in which you can conceptualize your development as a teacher:
Preparing to teach can be understood as a process of apprenticeship (Lave and Wenger, 1991)\(^\text{1}\). Accompanied by mentors, instructors, and advisors, and participating in a community of learners, you study, implement, and reflect on various elements of good teaching. Your learning trajectory moves you through stages of increasingly intensive, and fuller, participation as you make progress toward one day becoming a full member of the teaching profession.

You have had the opportunity to take pre-requisites and methods courses prior to the Clinical Practice phase of your preparation. As you completed your pre-requisites, including the Early Field Experience, you were introduced to foundational ideas in the area of your credential. You grew in your awareness of key issues and questions, and began making substantive personal connections to the teaching profession. Analysis of course materials and field experiences prepared you for more in-depth work in the methods courses. In the methods courses, you grew in your understanding of the knowledge, skills, abilities and dispositions that an outstanding teacher of diverse children must possess. With guidance you then experimented with your growing understandings, practicing in more authentic situations. Through this practice your achieved increasing independence as a prospective teacher.

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As you enter the Clinical Practice phase, you will experience increasing independence in your teaching practices, and these will become a part of who you are—what Rogoff (1993) calls “Participatory Appropriation.” This phase can be seen as the first rectangular box in the Clinical Practice segment of Figure 1. We encourage you to aim for this level of expertise in all facets of your preparation during the course of Clinical Practice. In some areas you may even manage the next phase, which entails innovation. As you know, careful reflection will propel your development as a teacher.

**Goals of Clinical Practice**

The Department of Education has five goals for the Clinical Practice experience:

1. To provide a positive and memorable experience for individuals entering the teaching profession.

2. To provide the Teacher Candidate with the opportunity to learn from and work with an exemplary teacher, resulting in on-going and positive professional growth experiences.

3. To provide a professional setting whereby the Teacher Candidate will come to understand and participate in the culture of the school.

4. To provide a realistic teaching-learning environment in which the Teacher Candidate will appreciate both the educational and social components of a linguistically rich and culturally diverse population.

5. To provide an opportunity to observe and practice exemplary teaching.

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Program Outcomes

Your work in your Clinical Practice placements will be evaluated primarily in terms of the California Teacher Performance Expectations (TPEs). Both your University Supervisor and your Cooperating Teacher (or Intern Support Provider if you are an Intern) will indicate your level of success with each of the TPEs on Midterm and Final Evaluations (copies of these forms are in the Appendix).

TPEs for Multiple and Single Subject Credentials (effective Fall 2017)

“The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. The TPEs are organized by the six California Standards for the Teaching Profession into “elements” and “narratives” which are aligned with the CSTPs.

Each TPE includes specific elements and a narrative. The titles of the TPEs are listed here; candidates are urged to become thoroughly familiar with the complete narrative of the TPEs for their credential goal [http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html].

TPE 1 Engaging and Supporting All Students in Learning
TPE 2 Creating and Maintaining Effective Environments for Student Learning
TPE 3 Understanding and Organizing Subject Matter for Student Learning
TPE 4 Planning Instruction and Designing Learning Experiences for All Students
TPE 5 Assessing Student Learning
TPE 6 Developing as a Professional Educator

Single Subject Pedagogy
- Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
- English Language Development in Relation to Subject Specific Pedagogy
- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

TPEs for Education Specialist Credentials

The 13 Ed Specialist TPEs are organized into six major categories which are aligned with the California Standards for the Teaching Profession (CSTP). The titles of the TPEs are listed here; candidates are urged to become thoroughly familiar with the complete narrative of the TPEs for their credential goal [http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html].

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
TPE 1 Specific Pedagogical Skills for Subject Matter Instruction
   a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
   b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING
TPE 2 Monitoring Student Learning During Instruction
TPE 3 Interpretation and Use of Assessments

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C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING
TPE 4 Making Content Accessible
TPE 5 Student Engagement
TPE 6 Developmentally Appropriate Teaching Practices
   a. Developmentally Appropriate Practices in Grades K-3
   b. Developmentally Appropriate Practices in Grades 4-8
   c. Developmentally Appropriate Practices in Grades 9-12
TPE 7 Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
TPE 8 Learning about Students
TPE 9 Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 10 Instructional Time
TPE 11 Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR
TPE 12 Professional, Legal, and Ethical Obligations
TPE 13 Professional Growth
Successful Clinical Practice Collaboration: Co-Teaching

Introduction
To guide the collaboration that takes place between Teacher Candidates and Cooperating Teachers during Clinical Practice, Cal Poly Pomona’s Department of Education draws from the principles and strategies that comprise the Co-Teaching approach (e.g., 2010). This model was originally developed at St. Cloud State University, MN, and has been adopted by the Chancellor of the California State University system for use by CSU Departments of Education.

Through the use of the co-teaching model, it is our hope that the collaboration between Cooperating Teachers and Teacher Candidates will enable Teacher Candidates to:

1. Contribute ideas from the very beginning of the experience
2. Engage with students assisting with their learning from the very first day of their Clinical Practice experience;
3. Over time, be expected to take on full leadership in planning, instruction and assessment;
4. Demonstrate competencies as a teacher; and
5. Have opportunities to teach alone.

A Brief Overview of Co-Teaching
The Teacher Quality Enhancement Center at St. Cloud State University has defined the co-teaching approach as follows:

Co-Teaching is (when) two teachers [Cooperating Teacher and Teacher Candidate] (work) together with groups of students-sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction. Co-Teaching is not simply dividing the tasks and responsibilities between two people. co-teaching is an Attitude...an attitude of sharing the classroom and the students. Co-Teachers must always be thinking “We’re Both Teaching!”

Why Co-Teach?

1. Increased options for flexible grouping of students
2. Enhanced collaboration skills for the Teacher Candidate and Cooperating Teacher
3. Professional support for both the Cooperating Teacher and the Teacher Candidate
4. Another set of eyes to watch and help problem solve
5. Flexibility to try things you wouldn’t be able to do alone

4 (source: http://www.stcloudstate.edu/soe/coteaching/default.aspx)
6. **Collaboration in classroom and lesson preparation**

7. **Help with classroom management**

8. **Diversity and size of today's classrooms**
   a. Reduce student/teacher ratio
   b. Increase instructional options for all students
   c. Diversity of instructional styles
   d. Greater student engaged time
   e. Greater student participation levels

It is our hope that Teacher Candidates and Cooperating Teachers will strive to develop collegial relationships so that they both engage in ongoing cycles of inquiry, as depicted in Figure 2. Figure 2 illustrates the cyclical nature of the ideal co-teaching approach as it applies to the Cal Poly Pomona context. This collaborative process will engage you and your Cooperating Teacher in cycles of planning, teaching and learning, and reflection guided by relevant academic standards and professional expectations (i.e., Teacher Professional Expectations, Common Core Standards, and where relevant, other California Content Standards).

Figure 2. The Co-Teaching Inquiry Cycle at Cal Poly Pomona

![The Co-Teaching Inquiry Cycle at Cal Poly Pomona](image-url)
As you and your Cooperating Teacher consider ways of organizing your partnership, we encourage you to use this section to guide your work. It has been adapted from the original work of the Teacher Education Department at St. Cloud State University.\(^5\)

The following seven approaches are the principal ways in which the roles of the Cooperating Teacher and the Teacher Candidate can vary from lesson to lesson.

**One Teach, One Observe** occurs when one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction? What specific behaviors are observed, and what specific language is used? It is important to remember that the Teacher Candidate and the Cooperating Teacher can take on either of these roles.

**One Teach, One Assist** is 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, often lending a voice to students or groups who would hesitate to participate or add comments.

**Station Teaching** occurs when 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, independent stations are used along with the teacher led stations.

In the **Parallel Teaching** approach, the students are divided into two equal groups, and each teacher instructs half of the students. The two teachers address the same instructional material and present the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student-to-teacher ratio.

The **Supplemental Teaching** 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 re-taught, extended, or remediated.

**Alternative, or Differentiated, Teaching** strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for achieving that outcome is different. This is often necessary if, for instance, students have similar degrees of content knowledge, but varying levels of mastery of English. Through these strategies, teachers may scaffold instruction in different ways to meet the needs of different students.

**Team Teaching** incorporates well-planned lessons, exhibiting 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 students’ perspectives, there is no clearly defined leader as

\(^5\) Source: [http://www.stcloudstate.edu/soe/coteaching/](http://www.stcloudstate.edu/soe/coteaching/)

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both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

*In addition to considering the seven principal ways in which the roles of the Cooperating Teacher and the Teacher Candidate can vary, it is useful to think about the team of teachers either sharing the planning, and/or sharing the instruction.*

When thinking about **sharing planning**, the Teacher Candidate and Cooperating Teacher collaborate regarding:

1. What content to teach;
2. What co-teaching strategies to use;
3. Who will lead different parts of the lesson;
4. How to assess student learning; and
5. Which materials and resources to use

When thinking about **sharing instruction** the Cooperating Teacher and Teacher Candidate:

1. Share leadership in the classroom;
2. Work with all students;
3. Use a variety of co-teaching approaches;
4. Manage the classroom together; and
5. Make changes as needed during a lesson
PART 2: ADMISSION AND PLACEMENT

Requirements for Admission to Clinical Practice
Candidates must submit the Clinical Practice Application (available on the Clinical Practice website) by the due date for the quarter in which they want to enroll. Candidates wanting to request any deviation from these requirements must submit their request, in writing, to the Program Coordinator. Candidates may not register for Clinical Practice unless they have been notified that their application has been approved.

- Passage of a Basic Skills Test (CBEST or equivalent – see http://www.ctcexams.nesinc.com/about_CBEST.asp
- Demonstration of subject matter competence through completion of CTC approved course work or passage of all parts of the CSET exam.
- GPA of 2.67 overall or 2.75 during your last 60 semester units (90 quarter units).
- Completion of all program course work as listed on your Program Plan with a B average, no grade lower than a C.
- Valid Certificate of Clearance.
- Current TB clearance, valid for 4 years from date of clearance; must be valid through completion of student teaching.
- Approved Clinical Practice application.

Candidate Orientation
Upon admission to Clinical Practice, CP 1 candidates will be sent an email (to their Cal Poly address) with the date, time, and location of a mandatory Orientation meeting on campus. Orientation meetings may be scheduled during quarter breaks. Failure to attend this meeting may result in your placement being given to any candidate still awaiting placement, and you will not be placed until you contact the Supervision Office. Placement is not guaranteed.

Clinical Practice in Private or Nonpublic Schools
Credential candidates (including Interns) will not be placed in Non-Public Special Education (NPS) or parochial schools for Clinical Practice, as these schools, by nature, do not meet state requirements of student body diversity and/or follow required state standards, assessments or curricula.

Private school placements are possible, with permission from the appropriate Credential Program Coordinator, if the school has a Private School Affidavit on file with the California Department of Education (see the CDE private school website) and meets the aforementioned state mandates of student body diversity and following state standards, assessments and curricula. Candidates wishing to student teach in a private school should contact the appropriate Credential Program Coordinator for further information. All Cal Poly Pomona Clinical Practice policies and practices apply to candidates in private schools. Interns may not teach in parochial or private schools.

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Placement Selection

Districts place Teacher Candidates as a courtesy. All placements are voluntary by the district and Cooperating Teachers. Cal Poly Pomona selects Clinical Practice placements from almost 40 different school districts within our geographic catchment area and with whom we have approved contractual relationships. Candidates may not arrange their own placements. Districts and schools who are partnered with Cal Poly Pomona for the purpose of providing clinical field experiences are chosen based on explicit criteria from the Commission on Teacher Credentialing (CTC) and the University’s Department of Education. These criteria include:

- Schools that are culturally and linguistically diverse, include English learners, students with special needs, and those who are economically disadvantaged.
- Cooperating teachers who demonstrate and consistently utilize best teaching practices, including the teaching of reading, in their classrooms.
- Schools and teachers who are currently using the Professional Development School (PDS) model and/or co-teaching models.

Standard placement assignments are based on the candidate’s address on the application unless other arrangements have made. Every effort is made to place candidates close to home, but all candidates must be prepared to commute to their assignment if necessary. The placement process can be extremely lengthy, requiring interaction between the university, districts, school principals, and Cooperating Teachers. Students are asked to be patient during this process. Candidates are not allowed to solicit placements from districts, schools, or Cooperating Teachers. The Placement Office is the only office that is authorized to work with districts to insure that all legal requirements are met for Clinical Practice assignments. Should you have a request to be placed in a particular district or school, you must submit a written request by email to the Placement Office. No requests are guaranteed. Due to conflict of interest, candidates may not be placed with Cooperating Teachers or in schools where friends and relatives are employed or attend, or schools that the Candidate attended as a child. Due to competition with other Universities, placement options at times may be limited, therefore, candidates must be willing to accept the placement offered to them or withdraw from Clinical Practice for the quarter.

Short-Term Permit (Long-Term Substitute) assignments must be within a district that has a current Clinical Practice contract with Cal Poly, Pomona, must be in your Credential objective, and must be for the full quarter (minimum 11 weeks). A Candidate wishing to use a long-term substitute position as part of Clinical Practice must submit the Supplemental Application “Clinical Practice Supplemental Application for Long Term Assignment” to the Clinical Practice Office for approval. The Supplemental Application may be found in the Clinical Practice Office or online on the Department of Education website.

Single Subject candidates must teach at least two subjects within their content area (for example, Algebra I and Geometry for a Mathematics candidate) and may have one to three Cooperating Teachers. Typically, Candidates will be assigned one quarter at a High School and one quarter at a Junior High or Middle School. Teacher Candidates are required to teach more
than one grade level in their content area. Two quarters may be completed at the high school level if it meets the requirements with approval from the school/district. Candidates cannot complete both quarters in a Middle School setting unless authorized and approved by the Clinical Practice Coordinator or Department Chairperson.

**Detailed placement information** will be sent to Teacher Candidates via their Cal Poly email address a few weeks prior to the beginning of the quarter. CP 1 Candidates will also be sent an email notice of the mandatory Clinical Practice Orientation date/time/location. Please monitor your email clutter and spam folders, in case these emails get directed there. Failure to attend the Orientation may result in your placement being given to any candidate still awaiting placement, and you will not be placed until you contact the Placement Office.

**University Supervisors**
All Clinical Practice supervisors are qualified to supervise teacher candidates through a process of screening by the program faculty. Minimum qualifications include:

- Advanced degree (Master’s or Doctorate) in education or related field
- Teaching credential in the areas in which they supervise
- CLAD or ELD certification
- Minimum of three years of public school teaching and/or administrative experience

**Intern Support Providers.** In addition to the above, Intern Support Providers must:

- Possess a valid credential to teach, supervise, and/or administrate in the grade level supervised.
- Have three years’ experience as a successful practitioner or administrator;
- Hold EL authorization
- Demonstrate effective instruction of adult populations
- Understand and support the policies and philosophy of the University program
- Be employed by a district that has signed the Teacher Education Internship Program Agreement
PART 3: POLICIES AND PROCEDURES

The Department of Education considers the credential candidate’s commitment to Clinical Practice (CP) as a serious responsibility. During Clinical Practice, all candidates continue to be governed by the Cal Poly Pomona Student Conduct Code. Candidates are required to abide by the Student Conduct Code and all Clinical Practice policies and procedures during their teaching quarters, including starting and finishing their CP on the dates required.

Course Enrollment
When your Clinical Practice application is approved, you will be sent an email with specific instructions about which course(s) to register for. It is your responsibility to register for and enroll in the correct course(s). Candidates may not register for Clinical Practice unless they have been notified that their application has been approved. Candidates who need assistance may contact the appropriate Credential Analyst.

Time Requirements
The California Commission for Teacher Credentialing has a policy stating that all Teacher Candidates are required to complete two “blocks” of supervised teaching (referred to here as CP I and CP II). At Cal Poly Pomona, each block lasts one quarter. During each quarter of Clinical Practice, candidates complete 11 weeks of full-time teaching in a classroom appropriate to the credential being earned. Interns often teach more than two blocks. Teacher Candidates in schools that are on a “year-round” calendar must teach during the entire Cal Poly Pomona quarter.

The Department of Education does not waive any portion of Clinical Practice. Participating in Clinical Practice is part of your professional commitment to becoming a qualified teacher. In general, Clinical Practice is comprised of five fully scheduled work-days each week, for a full 11-week quarter. The definition of a full work-day may change slightly from school to school, and you are asked to follow the standard practice at your placement school.

We strongly recommend that you refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming, and can be difficult at times. For example, as you take over teaching responsibilities at your school, you will become increasingly responsible for daily curricular planning and for assessment of student work after school is dismissed (during the times when you are not physically on site at your school). Of course, Teacher Candidates may not take time off for vacations, family reunions, celebrations, and so on, during the quarter.

If your school’s calendar ends the school year earlier than that of Cal Poly Pomona (i.e., Spring Quarter), work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the quarter.

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6 Certain private school teachers may be exempt from this requirement. Please refer to California Commission on Teacher Credentialing (CCTC) Publication CL-834.

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Multiple Subject Candidates. For Multiple Subject Candidates, normally the two blocks of Clinical Practice will be in different grades, schools and districts. One block will be a primary (K-3) placement and the other block an upper grade (4-6) placement. Some Multiple Subject Candidates may be placed in K-8 schools where the students in the upper grades (6-8) are on “block schedules” in which they remain in clusters and take core curriculum areas together (for example, they might have one Math/Science block and one Language Arts/Social Studies block). Such arrangements are also sometimes found in fourth and fifth grade classrooms. In such settings, 75% of the students that Multiple Subject Candidates work with must be in the same core curriculum classes.

Single Subject Candidates. In the Single Subject program, Teacher Candidates may be required to teach more than one grade level in their content areas. One block may be at the middle school level and one block may be at the high school level.

Education Specialist Candidates. Two quarters of Clinical Practice are required for Education Specialist candidates who have no other credentials. Each block is completed at a different grade level or setting. For Mild/Moderate Credential candidates, one block is usually in a resource program setting, and the other block in a special day class. For those candidates who already have a Multiple, Single, or other Education Specialist credential, only one quarter (Block I) of Clinical Practice is required.

Bilingual Authorization Candidates. Multiple Subject candidates completing the Bilingual Authorization are required to complete one block in an English language placement, and another in a Dual Language Immersion placement. Single Subject and Education Specialist bilingual candidates complete one of their two blocks in an English language placement. As available, they complete the second block in a Dual Language placement, or conduct alternate assignments under the supervision of the Bilingual Coordinator.

Attendance
Attendance is a very important aspect of the Clinical Practice experience. As experiences in the classroom are hierarchical and developmental, it is vital that the Teacher Candidate does not miss any time during the Clinical Practice assignment. It is the responsibility of each candidate to:

- Attend each day of the contractual schedule calendared by the school district;
- Follow the school holiday schedule, not the University’s (i.e., if the University has a holiday but your school placement does not, you must attend your placement)
- Attend each day, at the assigned school site’s classroom, for the entire contractual day as specified by the school district;
- ALWAYS be on time.

Illness and emergency-status needs are the only acceptable reasons for absence from the Clinical Practice assignment. If more than three (3) days of absence occur during the Teacher Candidate’s assignment, a meeting may be held with the Program Coordinator. At that time, a
Statement of Concern may be considered for absences which interfere with the Clinical Practice assignment at a school site. Interns should follow their school policy for calling in sick.

In the event of personal illness or extreme emergency, you are to **immediately** notify all listed:
- Cooperating Teacher
- School Site Administrative Assistant (who will inform the school site principal)
- University Supervisor

**Appropriate and Acceptable Conduct**

During your Clinical Practice experience, you are both a University student and a teacher in your assigned school. You are a student in terms of your relationship to Cal Poly Pomona, your Cooperating Teacher (or Intern Support Provider) and your University Supervisor. As a teacher candidate, you represent Cal Poly Pomona and the College of Education and Integrative Studies in your respective placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university. You must adhere to the University’s [Student Conduct Code](#).

As a Clinical Practice teacher, you are a guest in classrooms and schools. You are a teacher to your students, their parents, the Principal, and other school personnel. As such, you also must adhere to California’s legal requirements for teachers, as well as the policies, rules and regulations of the placement school.

**Electronic Devices.** You may not use electronic devices, including cell phones, while in your assigned classroom. If you have an emergency, FIRST step out of the classroom (without disrupting the class), then answer your phone. Texting during your time in classrooms is prohibited. In addition, you must follow other guidelines for the use of electronic devices that exist at the site where you are conducting your fieldwork.

**Personal Conduct.** As a newcomer to any school community, Teacher Candidates must make a special effort to display sound character, including maintaining professional relations with minors and making decisions that focus on the welfare of minors. You are encouraged to communicate with your Cooperating Teacher and University Supervisor immediately if you have any questions about unusual interactions you have with students. Candidates should report to your University Supervisor or Cooperating Teacher any situation or interaction at the school site that makes you uncomfortable.

To ensure the well-being of students, as well as your continued good standing at Cal Poly Pomona, observe the following behavioral guidelines:

a. refrain from hugging or having physical contact with students, even when students initiate such contact;

b. avoid informal conversations with older children or adolescents who may attempt to engage you in conversations of a sexual nature;

c. always remain in view of teachers/ administrators when interfacing informally with students (e.g., during recess or lunch);

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d. do not agree to “keep secrets” for any students
e. do not give students food, candy, or other items without first getting permission from the Cooperating Teacher or school Principal.

**Teachers and administrators have the right to ask you to leave the school. This will result in a Statement of Concern being placed in your file and may jeopardize your academic standing at Cal Poly Pomona. See the section on “Removal from Clinical Practice”, below.**

**Professional Attire**

While working at a school site as a Teacher Candidate, it is important to maintain a level of professionalism in appearance and attire. Acceptable attire for Teacher Candidates consists of “business casual” clothing; close-toed shoes are recommended. Hairstyles should be neat and clean; hats or caps should not be worn (religious head coverings are permitted). Unacceptable attire includes sweat pants, ripped clothing, pants that result in exposure of private body parts when bending or sitting, shirts/blouses/dresses with plunging necklines or see-through materials, flip-flops, bedroom shoes/slippers. *All candidates* should note that the exposure of tattoos, facial piercings and hair color are left up to the discretion of the school site, as the teacher might find this to be a distraction to his/her class. **Remember this might be a future site to hire you someday, so leave a good impression.**

**Observations by the University Supervisor**

University Supervisors meet with each candidate a minimum of seven times within a quarter (a minimum of 3 meetings and 4 lesson observations with debriefing meetings). Supervisors may conduct unannounced observation visits as well. New Preliminary Multiple Subject (MS) and Single Subject (SS) credential program standards include the options to conduct Clinical Practice through in-person site visits, as well as video capture or synchronous video observation archived by annotated/scripted video based on the Teacher Performance Expectations (TPEs) (Commission on Teacher Credentialing [CTC], 2015).

**Individual Transition Plan**

The Commission on Teacher Credentialing requires that each candidate develop an Individual Transition Plan (ITP) prior to the completion of the preliminary program, that will be used to develop a meaningful Induction Plan as part of a Clear Credential program. During the last Block of Clinical Practice, each candidate must complete an Individual Transition Plan (ITP). The Plan includes the individual’s strengths and areas of need that will be addressed in the Clear Credential preparation program. The Plan facilitates the individual’s transition from initial teacher preparation to a Clear Credential preparation program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the Preliminary Credential preparation program. The ITP form is available from your University Supervisor and from the Cal Poly Pomona Clinical Practice website. *When you enroll in a Clear program, you will be required to show your ITP. Candidates are responsible for keeping their original ITP and submitting a copy to their University Supervisor.*

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In-Class Supervision of Candidates
As the quarter progresses and the Teacher Candidate gradually assumes primary responsibility for designated classes or portions of classes, the candidate will benefit from the Cooperating Teacher's occasional absence from the classroom. The actual amount of time the candidate is left alone in the room depends on individual cases (what the Cooperating Teacher and Teacher Candidate are comfortable with and what the candidate is able to handle). The aim is for all candidates to have some experience alone in the classroom. This issue should be discussed by the candidate, Cooperating Teacher, and University Supervisor at some point during the quarter. Leaving the student teacher alone in the classroom occasionally during the quarter is a recommended procedure and should always be considered in light of individual situations and local school policies.

Substituting During Clinical Practice
Upon request by a school principal, a Clinical Practice candidate may work as a substitute teacher under the following conditions. A violation of this policy may result in termination of the Clinical Practice assignment. It is not a right for a Clinical Practice candidate to substitute teach, and these opportunities vary from school to school.

1. The Teacher Candidate holds an Emergency Substitute Credential for the school district in which he/she is student teaching.
2. The Candidate receives permission from the Cooperating Teacher and the University Supervisor.
3. The substitute teaching is temporary or short term. If the substitute teaching experience will exceed five days in any quarter, permission must be granted from the University Supervisor and the Department of Education chairperson.
4. The candidate continues to be supervised by the University Supervisor.
5. The Department of Education or the school district reserves the right at any time to limit the opportunities for Clinical Practice candidates to substitute teach.
6. It should be noted that a legal liability may occur for those Clinical Practice candidates who substitute without the proper credential and/or university authorization.

Reporting Child Abuse
CANRA (Child Abuse and Neglect Reporting Act) states that teachers and other school employees are mandated to report suspected child abuse or neglect. The Act does not specify “student teachers” in its definition of mandated reporters. However, Penal Code 11165.744(b) encourages reporting by anyone who has direct contact with and/or supervision of children. As contracted teachers, Interns are school employees and therefore mandated reporters. As long as student teachers are not considered employees in any way, they are not mandated reporters. However, if a student teacher suspects child abuse or neglect, he/she should notify the Cooperating Teacher and University Supervisor as soon as practically possible. For more information, go to http://mandatedreporterca.com/faq/faq.htm. If you are not sure, speak with your University Supervisor and Cooperating Teacher.
Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)

These federal laws delineate information that must be kept confidential and secure. As a teacher candidate, you will have access to certain kinds of information about your students. Please consult with your Cooperating Teacher and/or site administrator about the rules and policies in effect so that your actions remain lawful and within the guidelines established by the district in compliance with FERPA and HIPAA.

District Labor Disputes

In the event of a school or district labor dispute, Cal Poly Pomona endorses a policy of non-involvement for Teacher Candidates. If there is a strike at your placement site, report to your University Supervisor. Should a strike last longer than five consecutive teaching days, reassignment may take place. Also, if any Teacher Candidate decides to participate in strike activities, Cal Poly Pomona will no longer recognize him/her as a representative of the California State Universities, and s/he will not be authorized to student-teach.

Statement of Concern

The Department of Education uses a Statement of Concern process regarding issues around the Student Conduct Code and/or persistent unsatisfactory performance in courses and Clinical Practice. Performance issues in courses are handled by the instructor of record for the course. Significant performance concerns in Clinical Practice are handled by the University Supervisor, the Program Coordinator, and/or the Department Chairperson. For Clinical Practice, the Statement of Concern, written by the Program Coordinator in consultation with the University Supervisor, identifies issues that may prevent a candidate from successfully completing a credential program. An Action Plan that provides guidelines for the candidate to address the identified issue(s) must accompany the statement, with a deadline for completion. The candidate’s work is submitted to the Program Coordinator who, after consultation and careful consideration, makes a determination on consequences and/or follow-up.

Withdrawal or Removal from Clinical Practice

There are three types of withdrawal from Clinical Practice:

1. Withdrawing before a district has confirmed your placement assignment.
2. Withdrawing after the Placement Office has confirmed a placement with a district or withdrawing after Clinical Practice begins.
3. Withdrawing after not showing up or refusing to return to the placement assignment.

1. Candidates who Withdraw from Clinical Practice Prior to District Confirmation of Placement

A candidate who has submitted a Clinical Practice Application, but wants to withdraw prior to his/her district-confirmed assignment must contact the Placement Office immediately and complete and submit the “Request to Withdraw from Clinical Practice Form” (available on the Department of Education website (under “Forms”) or in the Clinical Practice Office).
2. **Candidates who Withdraw from Clinical Practice After District Confirmation of a Placement Assignment or After Clinical Practice Begins**
   a. A candidate withdrawing after district-confirmation of placement is required to immediately contact the Placement Office and discuss the situation with Clinical Practice Placement personnel and/or the Program Coordinator. This action may require that the candidate sit out for the quarter and possibly the next quarter depending on the circumstances of withdrawal. The Program Coordinator may write a Statement of Concern to be placed in the Candidate’s file.
   b. If the candidate is already in his/her Clinical Practice assignment with a Cooperating Teacher, he/she must contact the University Supervisor, the Placement Office, and the Program Coordinator. A “Request To Withdraw From Clinical Practice” Form must be filed at the time of withdrawal. This action may require that the candidate sit out for the quarter and possibly the next quarter depending on the circumstances of withdrawal. The Program Coordinator may write a Statement of Concern to be placed in the Candidate’s file.

3. **Candidates who Withdraw from Clinical Practice for Two Consecutive Quarters, Are a “No Show” or Refuse to Return to the Placement Assignment**
   With no unusual circumstance, withdrawal from Clinical Practice for two consecutive quarters or not showing up to the assigned placement (a “No Show”) will result in sitting out for the current quarter and the following quarter. The Candidate must reapply for Clinical Practice. “No show” candidates may not withdraw again under any circumstances, or they will be permanently separated from the program. A Statement of Concern will be placed in the candidate’s file.
   a. Example: If a candidate does not show up for Winter quarter, s/he will be unable to enroll for the Winter and Spring, but may reapply to do Clinical Practice in Fall.

**Removal from Clinical Practice.** As students at Cal Poly Pomona, all student teachers and Interns are governed by the University’s Student Conduct Code as well as the policies, rules, and regulations of the placement school. The Cooperating Teacher and the school Principal have the right and duty to remove a Teacher Candidate from a placement if the Candidate’s behavior or work is significantly inappropriate. Teacher candidates who are unable to complete the quarter due to a request for removal from University or school site personnel will receive a grade of NC for the quarter. A Statement of Concern will be placed in the Candidate’s file. The candidate may be exited from the credential program. Reasons for removal from a placement include, but are not limited to:

- Violations of the University’s **Student Conduct Code**
- Violations of the Cal Poly Pomona Nondiscrimination and Sexual Harassment policies (http://www.cpp.edu/~policies/university/administrative/docs/nondiscrimination_sexharassment.pdf)
- Violations of the Cal Poly Pomona Violence, Zero Tolerance policies (http://www.cpp.edu/~policies/university/administrative/violence_zero_tolerance.shtml)
- Significant and consistent lack of content knowledge and/or demonstration of TPEs
- Poor interpersonal skills with students or adults
- Inability to appropriately relate to and work with students in the classroom
- Consistently arriving at the school site late or leaving early
- Excessive absenteeism
- Consistently inappropriate adaptations for students who are English Learners or students who have special learning needs
- Significant and consistently poor lesson planning
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers...)

**Notes:**

1. Students who are withdrawing from all classes in a quarter may want to fill out a Leave of Absence form which is available from the Registrar. Students may "stop-out" without filing for a Leave Of Absence if the absence does not exceed two quarters. It is the student’s responsibility to officially withdraw from classes with the University. This is a separate process and form, which is available from the Registrar’s Office.
2. An Intern may not withdraw from Clinical Practice or apply for a Leave of Absence while employed at a school district as an Intern.
3. The Teacher Candidate may appeal any withdrawal or removal decisions to the Department of Education Appeals and Reinstatement Committee. The candidate must provide verification and documentation and submit this to the Department Chairperson. A good faith effort to settle a dispute must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue. Please consult with the Department Chair’s Office as a first step in resolving any dispute. The next point of appeal would be the Associate Dean’s Office, followed by the Dean of CEIS.
PART 4: CLINICAL PRACTICE ASSESSMENT AND GRADING

A continuous cycle of formal and informal, formative and summative, assessment of candidate competence characterizes the Preliminary credential programs at Cal Poly Pomona. The assessment process fulfills the requirements of the CTC Standards and ensures that the assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied directly to the TPEs.

Acceptable Evidence for TPE Assessments
The University Supervisor and Teacher Candidate may use a variety of evidence to document competencies in the Teacher Performance Expectations. Evidence may include the Clinical Practice assessment tools (e.g., Collaborative Conversation Guide, Effective Environment, etc.), formal and informal observations, observation and post-observation meeting notes, lesson plans, course assignments, samples of student work, written reflections, interviews/discussions with the Cooperating Teacher, and candidate’s documentation of participation in school-based experiences during Clinical Practice (e.g., faculty meetings, IEP meetings, etc.). Candidates are advised to keep an organized notebook or binder with specific TPE-related documents, lesson plans, reflections, and other pertinent materials.

Formative and Summative Grading of Clinical Practice
During Clinical Practice, the University Supervisor, in consultation with the candidate and the candidate’s Intern Support Provider or Cooperating Teacher, completes all Clinical Practice formative assessment tools and the Mid-Quarter and End-of-Quarter Evaluation forms, documenting that the Teacher Candidate has met all necessary competencies at the level of a beginning teacher. An earned grade of Credit “CR” is required in each block of Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, a grade of B or higher will convert to Credit “CR”. Grades lower than B- will be converted to No Credit “NC”.

When a candidate is at risk for not passing Clinical Practice, the University Supervisor will work diligently with the candidate and the Cooperating Teacher to meet the required Clinical Practice competencies. By the end of the quarter, should a candidate perform unsatisfactorily by failing to meet one or more of the knowledge, skills, or dispositions as delineated in credential program standards or TPEs, she/he will earn a “No Credit” (failing) grade. Any candidate who fails Clinical Practice may be required to complete an additional Clinical Practice block or be exited from the program. The University reserves the right to enact University appeal procedures in these circumstances (see the Cal Poly Pomona University Catalog for further information).

Incomplete grades will only be authorized in cases of emergencies and/or lengthy absences. Each request for an Incomplete grade must reviewed by the Department of Education Committee consisting of the credential coordinators before this type of grade is recorded by the instructor of record.

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Other Requirements Prior to Recommendation for the Credential

- A valid Infant, Child, Adult CPR certification
- Verification of the U.S. Constitution requirement if not a CSU graduate
- Completion of the Exit Surveys (see next section, below)
- RICA – all candidates for the Multiple Subject and Education Specialist credentials must pass the RICA (Reading Instruction Competence Assessment). Candidates may complete this requirement at any point during their credential program. The RICA requires an additional fee. For more information, see the RICA website.

Exit Surveys

As part of the final block of Clinical Practice, Teacher Candidates are required to complete several online surveys to provide feedback and suggestions regarding your credential program and Clinical Practice experiences. These surveys are anonymous and confidential; data are aggregated and combined for analysis. They provide our program with valuable feedback, so we can improve and make changes as needed.

All surveys are sent to you via emails, and include links to the actual surveys. You will have about two weeks to complete the surveys. Please check your Spam/Junk/Clutter folders, in case the emails are directed there. The following are surveys you will receive:

1. CSU Chancellor’s Office Exit Survey (also on the “Forms” website)
2. Cal Poly Pomona General Survey of Overall Program
3. Candidate Evaluation of University Supervisor
4. Evaluation of Cooperating Teacher/Intern Support Provider and Clinical Practice
5. Bilingual Program Candidate Evaluation (for bilingual candidates)

Cooperating Teachers and Intern Support Providers also receive a survey via email so they can provide feedback and suggestions about our credential programs from their perspective. Please encourage your CT or Intern Support Provider to check their email and respond to the survey in a timely manner.

Credential Recommendation

The following must be fulfilled by the Teacher Candidate in order to be recommended for a teaching credential:

1. Successfully complete all requirements as listed on your Program Plan.
2. Maintain an overall B-average in all credential courses.
3. Successfully complete all 4 CalTPA Tasks with a score of 3 or 4 on every task (Multiple and Single Subject credential candidates)
4. Earn CR in Clinical Practice courses and seminars.
5. Successfully pass the RICA exam (Multiple Subject and Education Specialist candidates).
6. Complete the Exit Surveys.
7. University Supervisors must submit both the Mid-Quarter and Final Evaluations.

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8. File a Credential Recommendation form and the Processing Fee Form (found on the Department of Education website, under “Forms”).

Toward the end of your final quarter of Clinical Practice, you will receive an email (sent to your Cal Poly email address) delineating the process for applying for your Preliminary Credential. Final credential recommendation forms are also available on the Credential Programs website. The University’s Credential Analysts are available to assist in this process and answer any questions candidates you may have. After the candidate submits all forms, the Credential Analyst then recommends online. The candidate completes the online application process and pays the CTC credential fee. A confirmation number is provided to the candidate from CTC. Within 7-10 days, the credential document is viewable and printable off the CTC website.

Remember that your Preliminary Credential is good for five years and you must complete a Clear Credential before expiration of the Preliminary. Your Individual Transition Plan (ITP) is required when you start a Clear Credential program.
PART 5: ROLES & RESPONSIBILITIES OF CLINICAL PRACTICE PARTNERS

Clinical Practice is one of the most important experiences in your professional preparation; University and school personnel work as a team to assist in your success. All team members (the Teacher Candidate, University Supervisor, Cooperating Teacher or Intern Support Provider) have roles and responsibilities as delineated, below. A helpful resource for Candidates, Cooperating Teachers and University Supervisors may be Bermudez’ Chapter 3 (“I am getting a Student Teacher - Now What?”) in Myers and Anderson (2012)\(^7\). A copy of this chapter is available on the Clinical Practice website.

Intern Teachers and Intern Support Providers may review the Roles of the Teacher Candidate and the Roles of the University Supervisor detailed below. In addition, they should contact the Intern Director for further details about Clinical Practice in the Internship context.

Roles of the Teacher Candidate

*Attendance & General Information:*

1. **Give top priority in time and preparation to your student teaching assignment.** Outside employment, enrollment in other courses, child care schedules, or commuting time should not conflict with the hours of the public school teaching day, with planning times or the Clinical Practice seminar.

2. **Attend punctually and regularly.** At minimum, follow the teachers’ hours for a “contract day.” Plan to arrive before students arrive, and, plan to attend after-school staff meetings, professional development sessions, other meetings, and curriculum planning meetings that your Cooperating Teacher attends. Remain on campus for the duration of the school day. If you must arrive late or be absent, follow the school’s procedures for notifying the administration. Also notify your Cooperating Teacher and university supervisor prior to your schedule change. Follow the school’s calendar to guide your attendance. If the school is in session during a vacation or break time for our university, keep the school’s calendar. Remain at the site for the entire quarter, including finals week. If your school’s calendar ends the school year earlier than that of Cal Poly Pomona (i.e., Spring Quarter), work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the quarter.

3. **Arrive each day well prepared, physically and mentally.** Go to your school ready to learn. Be enthusiastic and show initiative. Familiarize yourself with the district’s guidelines for the conduct of teachers, and follow those guidelines. Do not engage in phone calls, texting, or Internet surfing during the school day. Ensure that you are well dressed and groomed. Exceed the standards that you observe among adults at the school.

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4. **Attend any required seminars and meetings.** As part of your Clinical Practice, you may be required to attend seminars (either on campus or online). There may also be school staff meetings (e.g., IEP meetings, Back-to-School night) to attend at your placement site. Consult with your University Supervisor and Cooperating Teacher to identify what meetings are relevant to your specific situation.

**Learning & Recording:**

1. **Learn by doing.** *Help* with all the classroom responsibilities (e.g., record-keeping, grading, organizing materials, preparing bulletin boards, etc.). *Observe and take note* of your Cooperating Teacher’s instructional, assessment, and classroom management strategies. *Participate* as appropriate, following your Cooperating Teacher’s and your Supervisor’s mentorship. *Study* your content area(s) carefully and become an expert before attempting to teach content to students. *Take every opportunity* to learn – learn from everyone in the building, at all times. Be a sponge! *Keep in mind* that the classroom is a place to learn how to become a teacher despite differences with the Cooperating teacher’s viewpoints, teaching strategies, classroom management styles, and classroom environment.

2. **Implement key concepts from your coursework.** *Prepare* thoroughly and carefully for each day of teaching. Initially, be prepared to write detailed lesson plans.
   a. Plan standards-based lessons that are engaging, interactive, and student-centered.
   b. Retrieve and record pertinent data from student folders and files such as: a) the cumulative folders; b) the Individualized Education Plans or 504 plans; and c) the English Language Development records (e.g., CELDT results). **CAUTION:** *This material is confidential. The privacy of individual students and their families must be maintained throughout your time in Clinical Practice, and beyond.*
   c. Use assessment data to differentiate instruction for students’ knowledge of English, content area strengths/needs, specific learning differences, and personal interests.
   d. Incorporate teaching approaches based on socio-cultural learning theory, such as Specially Designed Academic Instruction in English (SDAIE), as well as English Language Development (ELD) strategies intended to meet the language and learning needs of linguistically and culturally diverse students.

3. **Keep your Clinical Practice documents organized.** We suggest that you establish paper and electronic folders with the following sections, and file papers/documents at least weekly:
   a. Student Lists and Seating Charts
   b. Daily Lesson Plans
   c. Lesson/Unit ideas
   d. Student assessment information
   e. Strategies
   f. Clinical Practice feedback & assessment
   g. Journal/Reflections
   h. Resources
   i. Miscellaneous (e.g., meeting notes, bell schedules, school calendar, etc.)

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4. **Engage in self-assessment** through journaling, completing your Clinical Practice Seminar and TPA assignments, and Clinical Practice forms.

5. **Treat your Clinical Practice like an apprenticeship.**
   a. *For the first week* of your quarter, observe your Cooperating Teacher. Take notes about the students’ and the teacher’s personalities, how content is learned by students, and what the classroom management style is. Support students and the Cooperating Teacher in informal ways.
   b. *With each successive week*, take on more responsibilities for teaching, assessment, and classroom management, collaborating with your Cooperating Teacher and University Supervisor to agree on the details of your increasing responsibilities. Make short-and-long-term plans for assuming the various tasks (from simple classroom routines to teaching more and more areas of the curriculum). Write this plan down and share it so everyone is in agreement about it. Use the co-teaching guidelines, and the suggested calendar for Clinical Practice, found in this Handbook.
   c. **Plan to receive feedback.** Review lesson plans, assignments, and materials with the Cooperating Teacher well in advance of implementing them so that there is adequate time for revisions as needed. (Provide lesson plans to teacher approximately 3 days in advance of the teaching that you will do).

**Collaborating:**

1. **Build collegial relationships.** Be proactive in initiating communication with your Cooperating Teacher and University Supervisor. Introduce yourself to team members and school personnel. Share ideas and work cooperatively. Be flexible.

2. **Communicate with others about your growth as a teacher.**
   a. Informally maintain evaluation of your own progress on an ongoing basis.
   b. Arrange time with your Cooperating Teacher for assistance in planning and evaluating your work.
   c. Confer with your University Supervisor during, or right after, each visit.
   d. Ask questions and discuss professional issues. Accept feedback and put suggestions for improvement into practice.
   e. Formally evaluate your teaching performance in consultation with your Cooperating Teacher and University Supervisor.
   f. Complete appropriate form mid-quarter and at the end of the quarter. Keep a calendar to ensure that you complete these evaluations, and other Clinical Practice forms on time.

3. **Use the Clinical Practice Mentorship Forms** to support your collaboration with your Cooperating Teacher. Know and implement co-teaching strategies; suggest different co-teaching arrangements as the opportunities arise.
4. **Maintain confidentiality.** Do not discuss your Cooperating Teacher’s personality, teaching methods, and so on, with others in the school setting (e.g., the lunch room). Do not discuss students in the school setting. Treat information learned about students and parents (including assessment data) as confidential knowledge. Discuss it only with your Cooperating Teacher or University Supervisor unless you are legally obliged to do so. If this case arises, the teacher of record will be in charge of communicating. Please let your Supervisor know of the circumstances leading to the disclosure.

5. **Communicate during difficult times.** Inform your University Supervisor as soon as potential problem situations relating to Clinical Practice arise (e.g., personality conflicts, differences in professional decision-making, problems meeting requirements). If concerns cannot be discussed with the University Supervisor, the Program Coordinator should be notified instead. It is critical to remain professional in this area.

6. **Be a Role Model.** Students are learning from you at all times. Aim to conduct yourself in ways that enable them to experience you working efficiently, interacting positively, and resolving conflicts fairly. Learn school rules for students, and enforce them. Work to develop a calm, yet firm classroom management style. Model maintaining an even temper in the face of adversity. Refrain from raising your voice with regularity. Be kind, yet firm, with students needing redirection. Do not use profanity. Take a short “time out” if you need to, and if you can, to regain your composure if you feel that you are not at your best.

**Roles of the Cooperating Teacher**

Thank you for agreeing to mentor a Cal Poly Pomona Teacher Candidate this quarter! We are excited that you will be our partner as we work to develop the next generation of outstanding teachers.

In the Roles of Teacher Candidates, above, you can see the guidelines that we provide for our Teacher Candidates. You may skim these to become familiar with our expectations for them during Clinical Practice. In addition to these guidelines, we suggest that you discuss your expectations with your candidate. The following provides a starting place for such a conversation.

As you build a relationship with your Teacher Candidate, keep in mind that Cal Poly Pomona’s Teacher Candidates have diverse backgrounds and experiences. Some are young, single, and have recently graduated from a Bachelor’s Program. Some may be parents, be embarking on a new career, or be former military personnel. Additionally, all Candidates have to complete Teacher Credentialing requirements while completing Clinical Practice. Most importantly, Multiple and Single Subject candidates complete one of the statewide Teacher Performance Assessments (TPAs) during approximately Week 8 of every quarter.
**Mentorship Guidelines**

a. **Provide a welcoming climate.** Help your Teacher Candidate to feel comfortable and welcome. Introduce him/her to other faculty members, support personnel, and administrators. Encourage him/her to get involved in classroom, and school, activities. Share your materials and your ideas with him/her.

b. **Model the range of activities that contribute to your teaching.** Please model how you plan and implement effective teaching strategies for both native-English speakers and English Learners. Candidates report that it is especially helpful for them to learn from Cooperating Teachers how to design and teach student-centered lessons (including group- and paired work), and how to differentiate instruction to address diverse issues, such as: students’ interests, their knowledge of English, their content-knowledge, and their special needs. Clinical Practice is the site where candidates actively engage in implementing classroom management in an ongoing way, so your modeling of positive discipline and planning for success through management is important. You will find that it is useful to allow Candidates to listen and watch as you “think aloud” (e.g., as you plan instruction or work to resolve a classroom management challenge).

c. **Support the development of effective lessons.** Assist your Candidate in developing standards-based lessons that are interesting for students, and promote the development of deep content- and language- knowledge for both native English users and English Learners. As your Candidate teaches, keep a special eye out to make sure that s/he is “checking for understanding” throughout the lesson, and is not just attempting to teach with little attention to student understanding or engagement, or classroom management.

d. **Provide ongoing mentorship.** As you know, learning to implement sound teaching and learning practices is an iterative process requiring ongoing adjustments and trials. Please be flexible, observe your Candidate regularly, and provide timely, constructive, supportive feedback. Assist the candidate in reflecting on his/her planning, teaching, and assessment practices. It may be helpful to schedule a standing daily or weekly meeting during which you can check-in on the progress of the Candidate or the students, plan, and/or exchange other important information.

As part of our program, candidates are required to engage students in paired and/or small group learning. This may represent a departure from your teaching practices, but University Supervisors will be asking candidates to teach using a variety of participation structures including whole-class, individual, paired, and small group work.

e. **Help with data collection.** Your Teacher Candidate is required to gather information about students for course assignments, and in order to develop lessons that explicitly target the demographic composition of your class(es). Please assist him/her in gathering adequate data, such as data relating to English Learner status, gifted/special education...
status and goals, and so on. This may require you to access data from your school database if it is not readily accessible to student teachers. We emphasize to Candidates to exercise the strictest norms of confidentiality regarding students’ (and Cooperating Teachers’) personal information. You may choose to reinforce this requirement with your Candidate.

f. **Provide Input on the Candidate Evaluations.** Cooperating Teachers should provide input to the University Supervisor about the Mid-Quarter Evaluation (approximately Week 5) and End-Of-Quarter Evaluation (approximately Week 10), of your Candidate. Please consult with the University Supervisor and Teacher Candidate on using the Evaluation forms.

**Professional Conduct Guidelines**

a. **Parent conferences.** While we encourage the inclusion of Teacher Candidates as observers in parent conferences, we would like you, the Cooperating Teacher, to lead, and run, all parent conferences. Teacher Candidates should not be solely responsible for carrying out parent meetings regarding students’ progress or discipline.

b. **Student Study Team/IEP/504 plan meetings.** We encourage our Teacher Candidates to attend pre-referral, IEP, and 504 plan meetings, with parent/guardian consent as appropriate. General educators and special educators are members of the IEP team, thus all Teacher Candidates benefit from learning about and participating in the pre-referral and IEP process and meeting. Please review relevant confidentiality procedures with the candidate and review his/her role as an observer during these meetings.

c. **Professional meetings.** We encourage our Teacher Candidates to attend all the faculty and staff meetings that you attend, and hope that you will be able to bring your Candidate along to meetings such as staff/faculty meetings, Professional Learning Community meetings, grade-level meetings, or department meetings. Please go over with the candidate his/her role as observer during these meetings, as well as appropriate participation suggestions.

d. **Dress code.** Please address the issue of dress codes for adults at the school, so that Teacher Candidates can understand that the ways in which they dress can affect the response that the students have to them in class. For more information regarding dress, please refer to your school’s dress code for teachers.

e. **Use of electronic devices.** Please review the appropriate use of personal electronic devices for teachers at your site. At Cal Poly Pomona, we let Candidates know that throughout the school day, all cell phones and other electronic devices not related to instruction are not allowed. All emergency phone calls should be sent to the front office first, then redirected to the classroom. Personal business requiring phone usage should be done during prep- and recess-periods. Similarly, email usage during instruction is not

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allowed. Please notify your candidate’s University Supervisor if your Candidate engages in inappropriate uses of personal electronic devices or email during class times.

**Conditions Requiring Consultation**

While Cal Poly Pomona makes every effort to ensure high quality Teacher Candidates, there may be circumstances during which interventions are necessary. Cooperating Teachers should contact the University Supervisor or Program Coordinator if they observe any of the following behaviors consistently:

*The Teacher Candidate:*

a. Teaches with inadequate preparation;
b. Demonstrates lack of professionalism toward teaching, children, parents, staff, or yourself;
c. Has defensive responses, or excuses, when receiving constructive criticism from you, other Cooperating Teachers, and/or the University Supervisor;
d. Rarely integrates suggestions for improvement into teaching plans and/or practices;
e. Rarely demonstrates initiative for professional growth;
f. Does not make time to meet regularly with you and/or the University Supervisor;
g. Is frequently late and/or absent. This includes leaving campus during school hours, or leaving class repeatedly for extended periods; and
h. Demonstrates ineffective classroom management for an extended period of time.

**Roles of the University Supervisor**

*Orient Candidates and Cooperating Teachers To Clinical Practice:*

1. If possible, make contact with your Teacher Candidates prior to the beginning of the quarter to introduce yourself and answer any questions TC’s may have. This may help address any anxiety they may be feeling before beginning their Clinical Practice.

2. Conduct an orientation for the Cooperating Teacher by the end of the first week of the quarter. Thank him/her for agreeing to mentor a Cal Poly Pomona Teacher Candidate, and use this meeting to encourage open communication and the establishment of a supportive mentorship/supervision relationship. Using sections of this handbook as a guide, review the following elements of our Clinical Practice Program:

- the purpose of Clinical Practice;
- the co-teaching model;
- the overview of sociocultural learning theory;
- the responsibilities of Cooperating Teachers;
- identify tentative dates and times when you can come back to conduct formal observations;
- exchange telephone numbers and email addresses
- let him/her know that you may surprise
3. Conduct an orientation for the Teacher Candidate by the end of the first week of the quarter. Using sections of this handbook as a guide, review the following elements of our Clinical Practice Program:

- the purpose of Clinical Practice
- his/her responsibilities during this time, with a special focus on attendance
- the co-teaching model
- the overview of sociocultural learning theory
- the long and short lesson plan templates
- the formative and summative evaluation forms
- the suggested timeline for his/her involvement in teaching during the quarter
- your visits and the nature of your relationship
- your expectations for the sharing of lesson plans, schedule changes, and communication of other issues that might arise
- the possibility that you will conduct surprise visits
- discuss any questions or concerns
- exchange telephone numbers and email addresses

In short, encourage open communication and establish a supportive network to facilitate achievement of program goals.

**Mentor candidates and maintain contact with Cooperating Teachers:**

Meet with each candidate a minimum of seven times, as specified in the suggested timeline (a minimum of 3 meetings and 4 lesson observations with debriefing meetings). You may conduct unannounced observation visits as well. See the suggested timeline for details.

1. Conduct four or more lesson observations. According to the needs of your candidate, select the Clinical Practice mentorship support forms, which are available from the Blackboard site. Look at those forms, and select the appropriate one depending on the mentorship focus that you decide on for each of the observations. Document elements of the candidate’s practice as related to the selected focus.
Note: If you observe data that you can transfer to the formal mid- or end-of-quarter evaluations (related to the TPEs), take note of that data in your notes as well so that you can easily record the information.

2. After each lesson observation, provide meaningful written and verbal “clinical” feedback related to the teaching practices and dispositions employed by the candidate. For each observation, use the Collaborative Conversation Guide (CCG) to conduct a debriefing meeting with the candidate. Provide the candidate with a copy of each completed guide and any other form you have completed (paper or digital). Note: You may opt to conduct some of the debriefing meetings via video conferencing or telephone if you feel that face-to-face conversations are not needed.

3. The candidate’s Self-Assessment, completed by Week 6, can be used to support conversations regarding specific aspects of his/her development.
   a. In the first three weeks of the quarter, familiarize yourself with this assessment, and identify one TPE with the Elements that you believe the candidate can use as a focus for reflection during the quarter (based on his/her needs).
   b. By the end of Week 4, review the Self-Assessment document with the candidate, and assign him/her the TPE and elements of your choice.
   c. We suggest that the candidate’s deadline for returning the self-assessment be at some point during Week 6.

4. Interface with the Cooperating Teacher as needed, assisting him/her to perform his/her role as outlined in this handbook.

Carefully assess and document:

1. Formally evaluate the candidate:
   a. Conduct Mid-Quarter and Final formal evaluations using the appropriate form (Weeks 4-5 and 10-11, respectively). Use data that you have gathered during your lesson observations to complete these evaluations. Select evidence from your observations and written notes as well as from the candidate’s artifacts (e.g., self-assessments, lesson plans, and so on).
   b. After each formal evaluation, provide the candidate with meaningful written and oral feedback related to the teaching practices and dispositions of the candidate.
   c. The candidate’s Self-Assessment can help you complete the Final evaluation.

2. Informally assess the candidate
   a. For Multiple and Single Subject candidates, informally assess the candidate’s attentiveness and focus on tasks relating to Clinical Practice as well as Teacher Performance Assessments. There is a bi-weekly class meeting during which candidates are guided to stay on-track regarding the completion of the TPAs, periodic informa

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For MS/SS candidates, CTC has divided TPEs into elements, which are outlined in the Self Evaluation document.

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conversations with candidates regarding their progress would be helpful. Note that the TPAs tend to be due near or on Week 8 of each quarter, and re-takes are typically due during Week 10. As you know, credentials cannot be given to candidates who do not pass the TPAs, so this is a high-stakes evaluation.

b. Periodically, the candidate will have assignments related to Clinical Practice that should be turned in to you (for instance demographic information forms are completed during the first week of classes). Please review these and use them as springboards for conversation. For example, use the candidates’ self-assessments alongside your notes or evaluations to identify areas of strength or next steps.

3. Submit all required and completed supervision paperwork to the Clinical Practice Office within two weeks after the end of the quarter.
Timelines

This suggested timelines are designed to encourage the Teacher Candidate’s (TC) smooth, yet steady immersion into significant classroom activity beginning early in each block of Clinical Practice. They also promote early and numerous opportunities for the TC to benefit from formative assessments. Note that co-teaching strategies should be chosen according to what is most likely to benefit student learning. Accordingly, timelines provide flexibility in choosing from the available approaches. You may modify the timeline to better suit the unique demands and opportunities afforded by the setting, time of year, and other available resources. A summary of each timeline is provided in table form at the end of this section. The worksheets and forms that are to be completed by candidates and University Supervisors are available on the Blackboard site for Clinical Practice.

Abbreviations
TC – Teacher Candidate
US – University Supervisor
CT – Cooperating Teacher
CP – Clinical Practice

Sample Curricular Timeline for Clinical Practice
Multiple Subject and Education Specialist Settings

Week 1

During the introductory week, the three parties (University Supervisor, Cooperating Teacher, and Teacher Candidate) discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing Co-Teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks this week (e.g., Class Profile Sheet, reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.

Teacher Candidate:
- Contact CT as soon as possible to introduce yourself and to discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT’s model lessons and discuss the observations with the CT.
- Complete Class Profile sheet; School, Family and Community Resources; Classroom Procedures & Routines Checklist; Interview students informally; learn students’ names.
- Become familiar with specific student learning levels/Review applicable IEPs.
- Bring students in from buses, recess, line up, dismissal, etc.

9 Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level.
10 Teacher Candidates should address all bulleted items in the timeline that are appropriate to their credential and setting.

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Monitor students during lessons and quiet work time, assist CT when needed.
Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
Receive training on electronic teaching and record keeping tools.
Create schedule and begin data gathering for the Teaching Performance Assessment (TPA) during this week (see TPA Calendar).11

Cooperating Teacher:
- Meet with US to discuss roles, responsibilities, schedule, and calendar.
- Orient the TC to campus locations, schedules and procedures; and discuss roles, responsibilities, and calendar.
- Immediately begin orchestrating the TC’s progressive integration into classroom life and teaching.
- Facilitate the TC’s efforts to access needed information and resources related to their university assignments (e.g., data gathering for TPAs).

University Supervisor:
- Meet separately with CT and TC for introductions, orientation and planning. Refer to guidelines for orientations in this handbook in the section on roles of the university supervisor.
- Meet and introduce yourself to the school Principal

Week 2
During the second week, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the candidate co-plans and team-teaches a portion of a language arts lesson. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT’s teaching.

Education Specialist Candidates
- Observe students in general education classrooms and/or in mainstreamed settings
- Review students’ IEPs or 504 plans, focusing on goals and how they are integrated into classroom lessons/activities
- Review any Behavior Support Plans, noting specific interventions and data collection
- Observe CT use of progress monitoring and data collection practices
- Start to assist with daily living skills (toileting, feeding), as appropriate

All Candidates
- Welcome students at the beginning of the day, recess, lunch, etc.
- Lead small-group work on 5 occasions in any curricular area.
- Help conduct morning and/or seatwork.
- The US and TC together observe and reflect on the CT’s teaching using the Collaborative Classroom Observation form.
- Co-plan and team teach a portion of a language arts lesson.
- Assist with grading
- Decide with Cooperating Teacher which curricular area to assume first—plan next week’s lessons collaboratively with CT for co-teaching
- Continue gathering data for TPA during this week (see TPA calendar).

11 All mentions of TPA in this handbook do not apply to Education Specialist candidates. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

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Cooperating Teacher
- Observe candidate—provide feedback
- Meet with TC to decide which curricular area TC will assume first—plan next week’s lessons collaboratively with TC for co-teaching
- Facilitate the Candidate’s assigned tasks/goals for the week

University Supervisor
- The US and TC together observe and reflect on the CT’s teaching using the Collaborative Classroom Observation form.

Week 3
During this week, the Cooperating Teacher and the Teacher Candidate team teach several lessons in language arts and/or math. The candidate will also lead instruction for a short part of the day. The candidate gathers formal and informal assessment data in order to complete the Case Study assignment. The University Supervisor carries out formative observation and mentoring.

Education Specialist Candidates
- Co-teach one reading or language arts lesson (or functional reading)
- Co-teach one math lesson (or functional math—e.g., cooking)
- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- Review and observe students’ related services (e.g., speech, OT, PT, APE)

All Candidates
- Lead instruction for a portion of each day
- Co-teach one math lesson
- Team-teach a reading or language arts lesson.
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Plan next week’s lessons collaboratively with CT for co-teaching
- Continue data gathering for TPA, create outline for writing (see TPA calendar)

Cooperating Teacher
- Observe candidate—provide feedback
- Explain IEP forms and process used at your school site and the roles of general and special education teachers
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected.
- Plan next week’s lessons collaboratively with TC for co-teaching
- Facilitate the Candidate’s assigned tasks/goals for the week

University Supervisor
- Observe candidate—provide feedback

Week 4
The Cooperating Teacher and the Candidate co-teach all lessons for language arts or math, and a science or social studies lesson. Teacher Candidate leads the teaching and assessment of one or more curricular areas. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. Education Specialist candidate conducts assessments and, with the CT, subsequently writes IEP objectives.

Education Specialist Candidates
- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance)

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With CT, write present levels of performance and IEP objectives based on assessment results

All Candidates
- Co-teach one or more curricular areas all week (Math or ELA)
- Co-teach a science or social studies lesson
- Design a learning center to be used during station teaching if applicable to classroom
- Observe in different classrooms during the week
- Decide with Cooperating Teacher which curricular area to assume next—Plan next week’s lessons collaboratively with CT for co-teaching
- Begin writing TPA (see TPA calendar)

Cooperating Teacher
- TC observation—provide feedback
- Facilitate the Candidate’s assigned tasks/goals for the week
- Touch base with US, as needed

University Supervisor
- US observation—provide feedback
- Review self-assessment procedures with TC and indicate which TPE clusters to address
- Touch base with CT, as needed

Week 5
During week 5, the Cooperating Teacher and the Candidate plan and co-teach all lessons for language arts and math. Plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Supervisor and Cooperating Teacher each conducts a formal mid-quarter evaluation. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.

All Candidates
- Co-plan and co-teach both curricular areas all week (Math and ELA)
- Decide with Cooperating Teacher which curricular area to assume next—plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Education Specialist: Practice completing other sections of IEP forms
- TC observes in different classrooms during the week
- Continue writing TPA (see TPA calendar)

Cooperating Teacher
- Mid-quarter Evaluation by CT (meeting)
- Facilitate the Candidate’s assigned tasks/goals for the week.

University Supervisor
- Mid-quarter Evaluation by US and (meeting)

Week 6
At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all lessons for language arts and math. In addition, they co-plan and co-teach a total of 3 curricular areas all week. The Teacher Candidate practices differentiating instruction. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.

Education Specialist Candidates
- Practice writing complete IEP and preparing for IEP meeting

All Candidates
- Co-plan and co-teach 3 curricular areas all week
- Teach an alternative lesson in any content area not yet taught
- Teach a differentiated lesson in any content area not yet taught

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- Decide with Cooperating Teacher which curricular area to assume next—plan lessons collaboratively with CT for Supplemental Teaching
- Practice writing complete IEP and preparing for IEP meeting
- Continue writing TPA (see TPA calendar)
- Turn in self-evaluation to US

**Cooperating Teacher**
- TC observation—provide feedback
- Review mid-quarter evaluation with TC

**University Supervisor**
- US observation—provide feedback
- Review mid-quarter evaluation with TC

**Week 7**
The Cooperating Teacher and Teacher Candidate plan and co-teach four curricular areas all week. The University Supervisor and Candidate discuss the self-evaluation.

**All Candidates**
- Co-plan and co-teach 4 curricular areas all week: Math, ELA, Social Studies, Science
- Observe in different classrooms as possible
- Discuss self-evaluation with US
- Continue writing TPA (see TPA calendar)

**Cooperating Teacher**
- Facilitate the Candidate’s assigned tasks/goals for the week.

**University Supervisor**
- Discuss self-evaluation with TC

**Week 8**
During week 8, Multiple and Single Subject Candidates are responsible for turning in a major university assignment (see TPA calendar). In order to make the Candidate’s workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. This is particularly important for Block 1 Candidates. For Block 2 of Clinical Practice, it is recommended that the Candidate take on primary instructional responsibility for no more than 2 to 3 days.

**All Candidates**
- Education Specialist candidates should continue taking on additional teaching and co-teaching responsibilities, as well as conducting progress monitoring, data collection, and assessment.
- Co-plan and co-teach all curricular areas using the One Teach, One Assist (with Candidate in the Assist role)
- Clinical Practice Block 1: assist with instruction while the CT takes on the majority of primary instructional responsibility.
- Clinical Practice Block 2: take on primary instructional responsibility for 2 to 3 days

**Cooperating Teacher**
- Clinical Practice Block 1: take on the majority of primary instructional responsibility while the Candidate assists
- Clinical Practice Block 2: share primary instructional responsibilities with Candidate
- Facilitate the Candidate’s assigned tasks/goals for the week.
Week 9
At this stage, the Candidate assumes primary instructional responsibility for 3 days during Block 1 of Clinical Practice; or for the entire week during Block 2.

All Candidates
- Co-plan and co-teach all curricular areas
- Clinical Practice Block 1: take on primary instructional responsibility for 3 days
- Clinical Practice Block 2: take on primary instructional responsibility for the entire week

Cooperating Teacher
- CT observation—provide feedback

University Supervisor
- US observation—provide feedback

Week 10
The Candidate assumes primary instructional responsibility for the entire week. Co-planning and co-teaching in all curricular areas continues.

All Candidates
- Take on primary instructional responsibility the entire week
- Continue to co-plan and co-teach in all curricular areas
- Consult with CT and US on writing the Individual Transition Plan (ITP)

Cooperating Teacher
- Continue to co-plan and co-teach in all curricular areas
- Discuss ITP with TC

University Supervisor
- Discuss ITP with TC
- Discuss Clear Credential pathway options with TC (University, Induction)

Week 11
The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting (if appropriate, this can occur during week 10).

All Candidates
- Complete observations in various classroom settings and grade levels
- Transition primary teaching responsibility back to CT
- Complete Individual Transition Plan – keep original and give a copy to US

Cooperating Teacher
- Conduct Final Evaluation meeting (if appropriate, this can occur during week 10)
- Transition primary teaching responsibility back to CT

University Supervisor
- Conduct Final Evaluation meeting (if appropriate, this can occur during week 10)
Summary of Suggested Curricular Timeline for Clinical Practice
Multiple Subject and Education Specialist Settings

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Week 2</th>
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</thead>
<tbody>
<tr>
<td>During the second week, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The TC reviews any IEPs and Behavior Support Plans, noting any accommodations needed for students, as well as how the CT integrates IEP goals and accommodations into class lessons and activities. In particular, the candidate co-plans and team teaches a portion of a language arts lesson. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT’s teaching.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td>The Cooperating Teacher and the Teacher Candidate team teach several lessons in language arts and/or math. The candidate will also lead instruction for a short part of the day. The TC gathers formal and informal assessment data in order to complete the Case Study assignment. Education Specialist candidates observe assessment sessions, and observe and meet with various related services personnel. The University Supervisor carries out formative observation and mentoring.</td>
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</tbody>
</table>

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<th>Week 4</th>
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<td>The Cooperating Teacher and the Candidate co-teach all lessons for language arts or math, and, a science or social studies lesson. Teacher Candidate leads the teaching and assessment of one or more curricular areas. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. The Education Specialist candidate assists with assessments and, with the CT, subsequently writes sample Present Levels of Performance and IEP objectives.</td>
</tr>
</tbody>
</table>

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12 Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

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**Week 5**

During week 5, the Cooperating Teacher and the Candidate plan and co-teach all lessons for language arts and math. Plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Supervisor and Cooperating Teacher each conduct a formal mid-quarter evaluation and discusses results with the TC. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.

**Week 6**

At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all lessons for language arts and math. In addition, they co-plan and co-teach a total of 3 curricular areas all week. The Teacher Candidate practices differentiating instruction. The Education Specialist candidate practices writing complete IEP and preparing for IEP meeting. The TC completes the self-evaluation. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.

**Week 7**

The Cooperating Teacher and Teacher Candidate plan and co-teach four curricular areas all week. The TC observes in other classrooms, as available. The TC continues work on the TPA. The University Supervisor and Candidate discuss the self-evaluation.

**Week 8**

During week 8, Multiple and Single Subject Candidates are responsible for turning in a major university assignment (see TPA calendar). In order to make the Candidate’s workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. This is particularly important for Block 1 Candidates. For Block 2 of Clinical Practice, it is recommended that the Candidate take on primary instructional responsibility for no more than 2 to 3 days. Education Specialist candidates continue taking on additional responsibilities, including progress monitoring, data collection on IEP goals, and assessment.

**Week 9**

At this stage, the Candidate assumes primary instructional responsibility for 3 days during Block 1 of Clinical Practice; or for the entire week during Block 2.

**Week 10**

The Candidate assumes primary instructional responsibility for the entire week. Co-planning and co-teaching in all curricular areas continues.

**Week 11**

The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting (if appropriate, this can occur during week 10).

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Suggested Curricular Timeline for Clinical Practice
Single Subject and Education Specialist Settings

Week 1
During the introductory week, the three parties (University Supervisor, Cooperating Teacher, and Teacher Candidate) discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing co-teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks this week (e.g., Class Profile Sheet, reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.

Teacher Candidate
- Contact CT as soon as possible to introduce yourself, and to discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT’s model lessons and discuss the observations with the CT
- Complete Class Profile sheet; School, Family and Community Resources; Classroom Procedures & Routines’ Checklist; Interview students informally; learn students’ names
- Become familiar with specific student learning levels/ Review applicable IEPs
- Monitor students during lessons and quiet work time, assist CT when needed.
- Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
- Receive training on electronic teaching and record keeping tools.
- Create schedule for, and begin, data gathering for the Teaching Performance Assessment (TPA) during this week (see TPA Calendar).

Cooperating Teacher
- Meet with US to discuss roles, responsibilities, schedule, etc.
- Orient the TC to campus locations, schedules and procedures; and discuss roles, responsibilities, and calendar.
- Immediately begin orchestrating the TC’s progressive integration into classroom life and teaching.
- Facilitate the TC’s efforts to access needed information and resources related to their university assignments (e.g., data gathering for TPAs).

Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

Teacher Candidates should address all bulleted items in the timeline that are appropriate to their credential and setting.

All mentions of TPA in this handbook do not apply to Education Specialists. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

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**University Supervisor**

- Meet separately with CT and TC for introductions, orientation and planning. Refer to guidelines for orientations in this handbook in the section on roles of the university supervisor.
- Meet and introduce yourself to the school Principal

**Week 2**

During the second week, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the Candidate co-plans and team teaches a lesson for at least one period. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT’s teaching.

**Education Specialist Candidates**

- Observe students in general education classrooms and/or in mainstreamed settings
- Review students’ IEPs, focusing on goals and how they are integrated into classroom lessons/activities
- Review any Behavior Support Plans, noting specific interventions and data collection
- Observe CT use of progress monitoring and data collection practices
- Start to assist with daily living skills (toileting, feeding), as appropriate

**All Candidates**

- Welcome students at the beginning of the periods, break, lunch, etc.
- Lead small-group work on 5 occasions and tutor one-on-one.
- Grade and record assignments for at least one period
- Co-plan and team teach a lesson for at least one period.
- Together with your US, observe and reflect on the CT’s teaching using the Collaborative Classroom Observation form.
- Begin long-term planning with CT—prepare curriculum map for co-teaching
- Observe in different classrooms during the week
- Continue gathering data for TPA during this week (see TPA calendar).

**Cooperating Teacher**

- Co-plan and team teach a lesson for at least one period.
- Observe candidate—provide feedback
- Meet with TC for long-term planning with — prepare curriculum map for co-teaching
- Facilitate the Candidate’s assigned tasks/goals for the week

**University Supervisor**

- Together with the TC, observe and reflect on the CT’s teaching using the Collaborative Classroom Observation form.

**Week 3**

During this week, the Candidate continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The Cooperating Teacher and Teacher Candidate team teach lessons for at least one period each day. The Candidate gathers formal and informal assessment data in order to complete the Case Study assignment. The University Supervisor carries out formative observation and mentoring.

**Education Specialist Candidates**

- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- Review and observe students’ related services (e.g., speech, OT, PT, APE)
All Candidates
- Co-plan and co-teach lessons for at least one period each day this week.
- Develop formative assessment tool, grade and record
- Shadow and observe one student in other classrooms
- Observe in different classrooms during the week.
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Plan next week’s lessons collaboratively with CT for co-teaching
- Data gathering for TPA continues during this week, create outline for writing (see TPA calendar)

Cooperating Teacher
- Co-plan and co-teach lessons for at least one period each day this week.
- Explain IEP forms and process used at your school site and the roles of general and special education teachers
- Observe candidate—provide feedback
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected.
- Plan next week’s lessons collaboratively with CT for co-teaching
- Facilitate the Candidate’s assigned tasks/goals for the week

University Supervisor
- Observe candidate—provide feedback

Week 4
The Cooperating Teacher and the Candidate co-teach at least 2 periods every day. The Candidate develops assessments where needed. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. The Education Specialist conducts assessments and, with the CT, subsequently writes IEP objectives.

Education Specialist Candidates
- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance)
- With CT, write present levels of performance and IEP objectives based on assessment results

All Candidates
- Co-plan and co-teach at least 2 periods every day, and develop assessments.
- Design a learning center to be used during station teaching if applicable to classroom
- Co-plan next week’s lessons collaboratively with CT for Station Teaching
- Observe in different classrooms during the week
- Begin writing TPA (see TPA calendar)

Cooperating Teachers
- CT observation—provide feedback
- Facilitate the Candidate’s assigned tasks/goals for the week.
- Touch base with US, as needed

University Supervisor
- US observation—provide feedback
- Review self-assessment procedures with TC and indicate which TPE clusters to address.
- Touch base with CT, as needed

Week 5
During week 5, plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Cooperating Teacher and the Candidate co-plan and co-teach at least 3 periods. The

Revised Fall, 2017
Supervisor and Cooperating Teacher each conduct a formal mid-practice evaluation. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.

**All Candidates**
- Co-plan and co-teach at least 3 periods every day, with different preps, if possible.
- Mid-Quarter Evaluation by US (meeting)
- Plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Observes in different subject area classrooms during the week
- Continue writing TPA (see TPA calendar)
- Education Specialist: Practice completing other sections of IEP forms

**Cooperating Teacher**
- Mid-Quarter Evaluation by CT (meeting)
- Facilitate the Candidate’s assigned tasks/goals for the week.

**University Supervisor**
- Mid-Quarter Evaluation by US and (meeting)

**Week 6**
At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all at least 4 periods each day, with different preps if possible. The Teacher Candidate practices differentiating instruction. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.

**Education Specialist Candidates**
- Practice writing complete IEP and preparing for IEP meeting
- Teach an alternative, and a differentiated lesson in any content area not yet taught
- Co-plan and co-teach 3 curricular areas all week

**All Candidates**
- Co-plan and co-teach for at least 4 periods, with different preps if possible.
- Focus on special areas of development for differentiation (subject area, ELL, students with special needs, designing assessment tools, questioning strategies, student engagement, grouping).
- Continue writing TPA (see TPA calendar)
- Turn in self-evaluation to US
- Observe in different subject area classrooms during the week

**Cooperating Teacher**
- CT observation—provide feedback
- Review mid-quarter evaluation with TC

**University Supervisor**
- US observation—provide feedback
- Review mid-quarter evaluation with TC

**Week 7**
The Cooperating Teacher and Teacher Candidate co-plan and co-teach 4 periods per day, including lesson development, presentations, assessments and follow-ups. The University Supervisor and Candidate discuss the self-evaluation.

**All Candidates**
- Co-plan and Co-teach 4 periods per day including lesson development, presentations, assessments and follow-ups
- Observe in different classrooms as possible

Revised Fall, 2017
Discuss self-evaluation with US
Continue writing TPA (see TPA calendar)

Cooperating Teacher
- Facilitate the Candidate’s assigned tasks/goals for the week.

University Supervisor
- Discuss self-evaluation with TC

Week 8
During week 8, Multiple and Single Subject Candidates are responsible for turning in a major university assignment (see TPA calendar). In order to make the Candidate’s workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. This is particularly important for Block 1 Candidates. For Block 2 of Clinical Practice, it is recommended that the Candidate take on primary instructional responsibility for no more than 2 to 3 days.

All Candidates
- Clinical Practice Block 1: assist with instruction while the CT takes on the majority of primary instructional responsibility.
- Clinical Practice Block 2: take on primary instructional responsibility no more than 2 to 3 days
- Education Specialist candidates should continue taking on additional teaching and co-teaching responsibilities, as well as conducting progress monitoring, data collection, and assessment.

Cooperating Teacher
- Clinical Practice Block 1: take on the majority of primary instructional responsibility while the Candidate assists
- Clinical Practice Block 2: share primary instructional responsibilities with Candidate
- Facilitate the Candidate’s assigned tasks/goals for the week.

Week 9
At this stage, the Candidate assumes primary instructional responsibility for 3 days during Block 1 of Clinical Practice; or for the entire week during Block 2.

All Candidates
- Co-plan and co-teach 3-4 periods per day
- Clinical Practice Block 1: take on primary instructional responsibility for 3 days
- Clinical Practice Block 2: take on primary instructional responsibility for the entire week
- Education Specialist: Co-plan and co-teach all curricular areas

Cooperating Teacher
- CT observation—provide feedback

University Supervisor
- US observation—provide feedback

Week 10
The Candidate assumes primary instructional responsibility for the entire week. Co-planning and co-teaching in all curricular areas continues.

All Candidates
- Take on primary instructional responsibility the entire week
- Education Specialist: Continue to co-plan and co-teach in all curricular areas

Revised Fall, 2017
Cooperating Teacher

- Continue to co-plan and co-teach while permitting the Candidate to assume primary instructional responsibility the entire week

University Supervisor

- Discuss ITP with TC
- Discuss Clear Credential pathway options with TC (University, Induction)

Week 11
The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting (if appropriate, this can occur during week 10).

All Candidates

- Complete observations in various classroom settings and grade levels
- Transition primary teaching responsibility back to CT
- Complete Individual Transition Plan – keep original and give a copy to US

Cooperating Teacher

- Conduct Final Evaluation meeting (if appropriate, this can occur during week 10)
- Transition primary teaching responsibility back to CT

University Supervisor

- Conduct Final Evaluation meeting (if appropriate, this can occur during week 10)
**Summary of Suggested Curricular Timeline for Clinical Practice**
*Single Subject and Education Specialist Settings*

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the introductory week, the three parties (University Supervisor, Cooperating Teacher, and Teacher Candidate) discuss roles and responsibilities, exchange information and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should expect to be the primary teacher during the early weeks of Clinical Practice. However, from day one, the Cooperating Teacher should begin orchestrating the timely, gradual integration of the Teacher Candidate (TC) into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. Therefore, engaging the TC in significant classroom activity with students from the beginning will encourage this perception. At this early stage in Clinical Practice, the TC will assume a supporting role in teaching activity by employing co-teaching approaches appropriate to the situation (e.g., One Teach, One Observe; One Teach, One Assist). In addition, the TC is responsible for initiating or completing a considerable number of tasks this week (e.g., Class Profile Sheet, Reviewing applicable IEPs) and will depend on her/his Cooperating Teacher (CT) for support in identifying, locating and accessing resources and key sources of information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the second week, the Teacher Candidate continues to observe and assist the Cooperating Teacher, and continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The TC reviews IEPs, noting any accommodations needed for students, as well as how the CT integrates IEP goals into class lessons and activities. The Candidate co-plans and team teaches a lesson for at least one period. The Cooperating Teacher observes and provides feedback to the candidate. The US and TC together observe and reflect on the CT’s teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate continues taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. The Cooperating Teacher and Teacher Candidate team teach lessons for at least one period each day. The Candidate gathers formal and informal assessment data in order to complete the Case Study assignment. Education Specialist candidates observe assessment sessions, and observe and meet with related services personnel. The University Supervisor carries out formative observation and mentoring.</td>
</tr>
</tbody>
</table>

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<th>Week 4</th>
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<tr>
<td>The Cooperating Teacher and the Candidate co-teach at least 2 periods every day. The Candidate develops assessments where needed. The University Supervisor and the Cooperating Teacher each observe the Candidate, providing feedback. The Teacher Candidate observes additional teaching styles and strategies by visiting other classrooms. The Education Specialist assists with assessments and, with the CT, subsequently writes IEP objectives.</td>
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---

16 Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level.

Revised Fall, 2017
## Week 5

During week 5, plans allow the Candidate to increasingly assume additional teaching and assessment duties. The Cooperating Teacher and the Candidate co-plan and co-teach at least 3 periods. The Supervisor and Cooperating Teacher each conduct a formal mid-practice evaluation. The Teacher Candidate continues to observe additional teaching styles and strategies by visiting other classrooms. The Education Specialist gains additional practice completing other sections of IEP forms.

## Week 6

At this point in Clinical Practice, the Cooperating Teacher and Teacher Candidate plan and co-teach all at least 4 periods each day, with different preps if possible. The Teacher Candidate practices differentiating instruction. The Education Specialist candidate practices writing complete IEP and preparing for IEP meeting. The University Supervisor and Cooperating Teacher each observe the Candidate and provide feedback.

## Week 7

The Cooperating Teacher and Teacher Candidate co-plan and co-teach 4 periods per day, including lesson development, presentations, assessments and follow-ups. The University Supervisor and Candidate discuss the self-evaluation.

## Week 8

During week 8, the Candidate is responsible for turning in a major university assignment (see TPA calendar). In order to make the Candidate’s workload manageable this week, it is recommended that the Cooperating Teacher take on the majority of the primary instructional responsibility while the Teacher Candidate assists. This is particularly important for Block 1 Candidates. For Block 2 of Clinical Practice, it is recommended that the Candidate take on primary instructional responsibility for no more than 2 to 3 days. Education Specialist candidates continue taking on additional responsibilities, including progress monitoring, data collection on IEP goals, and assessment.

## Week 9

At this stage, the Candidate assumes primary instructional responsibility for 3 days during Block 1 of Clinical Practice; or for the entire week during Block 2.

## Week 10

The Candidate assumes primary instructional responsibility for the entire week. Co-planning and co-teaching in all curricular areas continues.

## Week 11

The University Supervisor and Cooperating Teacher each conduct the Final Evaluation meeting (if appropriate, this can occur during week 10).
PART 6: APPENDICES

A. Lesson Plan Templates
   1. Lesson Plan with Adaptations
   2. Lesson Plan without Adaptations
   3. Short Lesson Plan
   4. Lesson Plan for Moderate/Severe Credential Candidates (with example)
   5. Co-Teaching Lesson Plan

B. Multiple Subject/Single Subject Evaluation

C. Education Specialist Evaluations

Lesson Plan Templates
You have the option of using any of the following four lesson plan templates, or a lesson plan template provided to you by your Cooperating Teacher/University Supervisor.

1. The first lesson plan template presented here has areas for you to include your adaptations/differentiation for specific students.

2. The second lesson plan template has no place for adaptations, and might be used to work rather quickly, but in a detailed way, through the planning of a lesson once you understand your students’ adaptation needs, and once you have conferenced with your University Supervisor and Cooperating teacher about your progress in this area.

3. The third lesson plan is a “Short” lesson plan template that can also be used after consultation with you University Supervisor and Cooperating Teacher.

4. Lesson plan for use by candidates in the Moderate/Severe Credential program working in classrooms for students with moderate/severe disabilities. This lesson plan is introduced and practiced in EDS 505; candidates may want to review their class notes and materials on the use of this plan.
Cal Poly Pomona Basic Lesson Plan with Adaptations

*ONLY COMPLETE THE CLASSROOM CONTEXT SECTION ONCE FOR EACH UNIT*

The small, blue text and the footnotes in this document provide guidelines for your work. You may choose to delete these once you have finished your lesson plan.

Name: ___________________________ Date: ___________________________

Lesson Name: ___________________________

Unit Name & Lesson # (if applicable): ___________________________

**Classroom Context**

**General Context**

Select a class and a content area. Provide a detailed description of academic, language, and social factors that will influence your planning.

<table>
<thead>
<tr>
<th>A. Grade level, content area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Academic Context</td>
<td></td>
</tr>
<tr>
<td>C. Language Context</td>
<td></td>
</tr>
<tr>
<td>D. Social Context</td>
<td></td>
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</tbody>
</table>

**Students Needing Adaptations**

Differentiating instruction to meet the needs of individual learners in your class is important. *You can use this section to indicate which students will require that you differentiate your lesson. Differentiation of your lesson(s) will be necessary for students whose needs differ in important regards from those of the majority of your students. Modifications may be needed for several reasons, such as: students' English Learner status, their interests, their Special Education needs, and so on.*

| A. Academic Background |  |
| B. Language Background |  |
| C. Social/ Cultural |  |

---

17 Use this version of the lesson plan if you need to develop adaptations in writing for yourself, your University Supervisor, or your Cooperating Teacher. NOTE: The “Checking For Understanding” sections have been deleted from this version to simplify your lesson planning. Please ensure that throughout your lesson you are checking with individuals and groups that they are not only getting the correct answers, but that at each stage of the lesson they understand the concepts and the language of the content.

18 **Academic Context**: Students’ (Ss) learning levels in this content area, for example, Ss’ prior knowledge about objectives; Ss’ special needs or circumstances.

19 **Language Context**: For example, Ss’ L1s & L2s; ELD levels; Ss’ non-standard varieties of Eng, other.

20 **Social Context**: For example, #s of boys/ girls; social/ emotional considerations; cultural/ethnic/socio-economic backgrounds; intellectual engagement: (involved, cooperative, compliant, oppositional, defiant); extra-curricular interests/ experiences; future aspirations.

Revised Fall, 2017
I. Content Standards and Objectives

Identify the Content Area Standards, English Language Arts Standards (ELA – Common Core) and English Language Development Standards (California ELD – Common Core) standards that you are using to develop your objectives. For content and language arts standards, show the number of the standard (e.g., 1.2.4 a). Include the strand where applicable. After you select the ELA standards for your lesson or unit, retrieve the ELD Common Core standards for the grade level. Identify which ELD standards have been mapped onto the ELA standard(s) of your choice. Select the ELD standards based on your ELA standards and the specific language uses required of students in your lesson/unit. Indicate the level of the standard you are selecting, according to the demographic profile of your EL students: Emerging, Expanding, Bridging.

| Content Area Standards                        |  
| English Language Arts Standards (Common Core) |  
| ELD Standards<sup>21</sup>                    |  

Your Lesson Objectives (below) should be aligned with your Standards (above). Next to the objectives that you develop below, indicate the level(s) of Blooms Taxonomy that you are targeting: Creation/Innovation, Evaluation, Synthesis, Analysis, Application, Comprehension; Knowledge

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Bloom’s Taxonomy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Objectives</td>
<td>1.</td>
</tr>
<tr>
<td>English Language Arts Objectives</td>
<td>1.</td>
</tr>
<tr>
<td>English Language Development Objectives</td>
<td>1.</td>
</tr>
<tr>
<td>Social Objectives</td>
<td>1.</td>
</tr>
</tbody>
</table>

List any modified objectives for student(s) needing adaptations, and provide your rationale.

<table>
<thead>
<tr>
<th>Modified Objectives &amp; Rationale</th>
<th>Bloom’s Taxonomy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Objectives</td>
<td></td>
</tr>
<tr>
<td>English Language Arts Objectives</td>
<td></td>
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</tbody>
</table>

<sup>21</sup> Use California’s new ELD Standards. These are available at the CDE ELD Resources webpage, or at http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf.
<table>
<thead>
<tr>
<th>Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Objectives</td>
<td>What? Why?</td>
</tr>
</tbody>
</table>

### II. Instructional Resources

List all instructional resources needed to carry out this lesson. Provide bibliographic information for book, audio, and visual resources.

#### Instructional Resources

- 

List any modified instructional resources for student(s) needing adaptations, and provide your rationale.

#### Adapted Instructional Resources

- 

### III. Teaching the Content

Plan an appropriate lesson for your class profiled in the Classroom Context to meet objectives listed in section I. In the first column, list what you will do for each component of your plan. In the second column, provide a detailed description of how you will do it and provide a rationale for your decisions.

**A. Introduction/Anticipatory Set**

<table>
<thead>
<tr>
<th>Tasks &amp; Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add or delete rows as needed.)</td>
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</tbody>
</table>

For All “Adaptations” sections, list any modifications for student(s) needing adaptations, and provide your rationale.

#### Adaptations for the Introduction/Anticipatory Set

<table>
<thead>
<tr>
<th>Tasks and Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
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**B. Focus/ Direct Instruction**

<table>
<thead>
<tr>
<th>Tasks and Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
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#### Adaptations for the Focus/Direct Instruction

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**Footnotes:**

22 How will you prepare the learners for the lesson? (e.g., introduce students to the objectives, access prior knowledge, preview concepts and vocabulary)

23 **Task examples:** mini-lecture, think-pair-share, quick-write, group brain-storm, round-robin, compare-contrast diagram, reading with a focus, journal writing, group reports, whip, collaborative poster, mind-mirror...

24 **Rationale examples:**


- **Types of Assessment:** Diagnostic, Formative, Summative; Informal, Formal

25 **Participation Structure examples:** Paired work, small-group work, whole class work, individual work

26 **Process:** Step-by-step procedures

27 How will you introduce the purpose of the lesson, the introductory content, and the processes for learning that students will use to interact with the texts during Guided Practice? (e.g., introduce students to the objectives, access prior knowledge, introduce key concepts and disciplinary vocabulary, and so on)

Revised Fall, 2017
### Tasks and Rationale

<table>
<thead>
<tr>
<th>Participation Structure(s) &amp; Process</th>
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<td>(Add or delete rows as needed.)</td>
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</table>

### C. Guided Practice

#### Tasks, and Rationale

<table>
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<tr>
<th>Participation Structure(s) &amp; Process</th>
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#### Adaptations for the Guided Practice

<table>
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<th>Participation Structure(s) &amp; Process</th>
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### D. Closure

#### Tasks, and Rationale

<table>
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<tr>
<th>Participation Structure(s) &amp; Process</th>
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#### Adaptations for the Closure

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<tr>
<th>Participation Structure(s) &amp; Process</th>
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</table>

### E. Independent Practice and/or Assessment

#### Tasks, and Rationale

<table>
<thead>
<tr>
<th>Participation Structure(s) &amp; Process</th>
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#### Adaptations for the Independent Practice

<table>
<thead>
<tr>
<th>Participation Structure(s) &amp; Process</th>
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<td>(Add or delete rows as needed.)</td>
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</tbody>
</table>

### F. Next Steps

1. How will you re-teach material to students who did not show mastery in the independent practice/assessment?
2. What types of lesson extensions might you provide for students who have met the objectives?
3. What lesson will you teach next?

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28 Independent practice may take place in the classroom, or it may be provided as homework, depending on different teachers’ practices.

Revised Fall, 2017
**Cal Poly Pomona Lesson Plan with No Adaptations**

*ONLY COMPLETE THE CLASSROOM CONTEXT SECTION ONCE FOR EACH UNIT*

The small, blue text and the footnotes in this document provide guidelines for your work. You may choose to delete these once you have finished your lesson plan.

Name: ___________________________ Date: ___________________________

Lesson Name: ___________________________

Unit Name & Lesson # (if applicable): ___________________________

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**Classroom Context**

**General Context**

Select a class and a content area. Provide a detailed description of academic, language, and social factors that will influence your planning.

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<th>E. Grade level, content area</th>
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<table>
<thead>
<tr>
<th>F. Academic Context</th>
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<table>
<thead>
<tr>
<th>G. Language Context</th>
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<table>
<thead>
<tr>
<th>H. Social Context</th>
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<table>
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<table>
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<th>English Language Arts</th>
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29 Use this version of the lesson plan if you are not developing adaptations in writing. NOTE: The “Checking For Understanding” sections have been deleted from this version to simplify your lesson planning. Please ensure that throughout your lesson you are checking with individuals and groups that they are not only getting the correct answers, but that at each stage of the lesson they understand the concepts and the language of the content.

30 **Academic Context**: Students’ (Ss) learning levels in this content area, for example, Ss’ prior knowledge about objectives; Ss’ special needs or circumstances.

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Revised Fall, 2017
Standards (Common Core)  
ELD Standards

Your Lesson Objectives (below) should be aligned with your Standards (above). Next to the objectives that you develop below, indicate the level(s) of Blooms Taxonomy that you are targeting: Creation/Innovation, Evaluation, Synthesis, Analysis, Application, Comprehension; Knowledge

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II. Instructional Resources

List all instructional resources needed to carry out this lesson. Provide bibliographic information for book, audio, and visual resources.

Instructional Resources

II. Teaching the Content

Plan an appropriate lesson for your class profiled in the Classroom Context to meet objectives listed in section I. In the first column, list what you will do for each component of your plan. In the second column, provide a detailed description of how you will do it and provide a rationale for your decisions.

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33 Use California’s new ELD Standards. These are available at the CDE ELD Resources webpage, or at http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf

Revised Fall, 2017
A. Introduction/Anticipatory Set

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</table>

B. Focus/ Direct Instruction

<table>
<thead>
<tr>
<th>Tasks and Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add or delete rows as needed.)</td>
</tr>
</tbody>
</table>

C. Guided Practice

<table>
<thead>
<tr>
<th>Tasks, and Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add or delete rows as needed.)</td>
</tr>
</tbody>
</table>

D. Closure

<table>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

E. Independent Practice and/or Assessment

<table>
<thead>
<tr>
<th>Tasks, and Rationale</th>
<th>Participation Structure(s) &amp; Process</th>
</tr>
</thead>
</table>

F. Next Steps

1. How will you re-teach material to students who did not show mastery in the independent practice/assessment?
2. What types of lesson extensions might you provide for students who have met the objectives?
3. What lesson will you teach next?

---

34 How will you prepare the learners for the lesson? (e.g., introduce students to the objectives, access prior knowledge, preview concepts and vocabulary)

35 Task examples: mini-lecture, think-pair-share, quick-write, group brain-storm, round-robin, compare-contrast diagram, reading with a focus, journal writing, group reports, whip, collaborative poster, mind-mirror...

36 Rationale examples:
   - Types of Assessment: Diagnostic, Formative, Summative; Informal, Formal

37 Participation Structure examples: Paired work, small-group work, whole class work, individual work

38 Process: Step-by-step procedures

39 How will you introduce the purpose of the lesson, the introductory content, and the processes for learning that students will use to interact with the texts during Guided Practice? (e.g., introduce students to the objectives, access prior knowledge, introduce key concepts and disciplinary vocabulary, and so on)

40 Independent practice may take place in the classroom, or it may be provided as homework, depending on different teachers’ practices.

Revised Fall, 2017
## Cal Poly Pomona Short Lesson Plan

### What I am Teaching

<table>
<thead>
<tr>
<th>Content Standard(s):</th>
<th>Content Objective(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Language Standard(s):</th>
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### How I am Teaching

<table>
<thead>
<tr>
<th>Teacher Tasks:</th>
<th>Student Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Materials to Prepare

<table>
<thead>
<tr>
<th>Materials for Teacher:</th>
<th>Informal and Formal Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Checking for Understanding (in the moment):</td>
</tr>
<tr>
<td></td>
<td>Formal Assessment OR Student Artifact for Informal Assessment:</td>
</tr>
</tbody>
</table>

| Materials for Students: | |
|-------------------------| |

Revised Fall, 2017
Candidates in the Moderate/Severe credential program have been trained to use this lesson plan format (also known as an Instructional Plan). See the example, following, also. This format is based on the SEACO Curriculum Guide (Special Ed Administrators of County Offices).

<table>
<thead>
<tr>
<th>IEP Goal or Objective</th>
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<tr>
<td>Common Core, alternate standard or functional skill domain</td>
</tr>
<tr>
<td>Specific Stimuli (Antecedent events, environment)</td>
</tr>
<tr>
<td>Attending Behaviors (student behaviors indicating ready to learn/work)</td>
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<tr>
<td>Stimulus Prompts (materials presented with prompts)</td>
</tr>
<tr>
<td>Prompt hierarchy &amp; time delay</td>
</tr>
<tr>
<td>Task Analysis (what the student does; steps to do the skill)</td>
</tr>
<tr>
<td>Instructional Plan (what the teacher does, step-by-step, to teach the skill)</td>
</tr>
<tr>
<td>Reinforcement (list reinforcers and when they will be given)</td>
</tr>
<tr>
<td>Error Correction Procedures</td>
</tr>
<tr>
<td>Evaluation procedures/Data collection (what type of data will you collect; how will you evaluate if mastery has occurred):</td>
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</tbody>
</table>
### Instructional Plan Example: Common Core - Writing

<table>
<thead>
<tr>
<th>IEP Goal or Objective</th>
<th>By November 4, 2016, given a short story, the student will identify the proper sequence of events, such as the beginning, middle, and end, in 4 out of 5 trials done over two consecutive weeks as observed by the teacher.</th>
</tr>
</thead>
</table>
| Common Core or alternate standard OR functional skill domain | **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
**W.6.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
**Essential Understandings**  
Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter). |
| Specific Stimuli (Antecedent events, environment) | English Language Arts time, in the classroom, after coming inside from recess |
| Attending Behaviors (student behaviors indicating ready to learn/work) | Sitting in chair at desk and waiting quietly in the classroom for directions.  
Looking at the teacher.  
The desk of the student is free of distractions. |
| Stimulus Prompts (materials presented with the Response Cue) | 1. Book or other reading material.  
2. Worksheet with 3 boxes. Each box is labeled beginning, middle, and end.  
3. Pictures related to the story that will be glued to the worksheet in the appropriate order.  
4. Glue stick. |
| Prompt hierarchy & time delay | • Least to most hierarchy – verbal, gesture, model, partial physical, full physical  
• 5 second constant delay |
| Task Analysis (steps to do the skill) | 1. Open book  
2. Read story assigned by teacher  
3. Finish reading story  
4. Raise your hand to get worksheet, pictures, and glue stick from teacher  
5. Organize pictures of what happened in the beginning, middle, and end, in order on your desk  
6. Glue the beginning picture in the first box, middle |

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41 Instructional Plan by Diana Valdivia. Used with permission.  
Revised Fall, 2017
| Instructional Plan (what the teacher does, step-by-step, to teach the skill) | 1. Teacher says “Today you will be reading this story. After you finish reading it, raise your hand to receive your worksheet, glue stick, and pictures.”
2. Give verbal prompts for each item of the task analysis.
3. If student does not respond within 5 seconds, move on to least to most prompt hierarchy.
4. Repeat steps 2 and 3 until task is completed and reinforce student as tasks are completed. |
|---|---|
| Reinforcement (list reinforcers and when they will be given) | • Teacher will observe the student completes the assignment. For each task item that the student does correctly, the student will be provided verbal praise along with “high fives.”
• Once all of the tasks are completed, student will play with a highly preferred item. |
| Error Correction Procedures | Stop the learner immediately by gently intercepting the learner.
1. Return to the beginning of the sequence. For example, if student organizes the pictures in the wrong order, prompt them with a statement, such as “Remember, beginning means what happened first in the book.”
2. Repeat response with more intrusive prompt, such as gesturing to the correct picture. Increase level of prompt as needed.
3. Repeat the sequence again with less help. |
| Evaluation procedures/Data collection (what type of data will you collect; how will you evaluate if mastery has occurred) | • Student will be evaluated every day of the week during English Language Arts until he is successful for 2 consecutive weeks based on the observations of the teacher.
• Teacher will collect data by creating a calendar for the student and filling in the results on the date he was evaluated. A plus sign will be written in the box if he was successful and a negative sign if he was unable to complete the task.
• Goal is met after reviewing the calendar for two consecutive weeks with 4 out 5 plus signs for each week. |
The full-text of the Teaching Performance Expectations (TPEs) is available on the CCTC website - Teacher Performance Expectations.

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Record specific observations, lesson plans, and other forms of evidence as verification of the teacher candidate’s performance.

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<td>CP</td>
<td>Class Profile</td>
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<td>ASW</td>
<td>Analysis of Student Work</td>
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<tr>
<td>OBS</td>
<td>Observation</td>
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<td>CTS</td>
<td>Co-Teaching Strategies</td>
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<tr>
<td>CPSA</td>
<td>Clinical Practice Self-Assessment</td>
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### 1. Engaging and Supporting ALL Students in Learning

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## 2. Creating and Maintaining Effective Environments for Student Learning

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<td>2.</td>
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<td>3.</td>
<td>Design and maintain a fair and appropriate classroom management system that fosters a sense of community. Align the plan with students' IEP, IFSP, ITP, and 504 plans as applicable and know how to access resources to support students.</td>
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<td>4.</td>
<td>Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</td>
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<td>5.</td>
<td>Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</td>
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## 3. Understanding and Organizing Subject Matter for Student Learning

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<td>1.</td>
<td>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Incorporate knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</td>
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</tr>
<tr>
<td>3.</td>
<td>Plan, design, implement and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences.</td>
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<td>4.</td>
<td>Foster the development of K-12 students’ critical, creative, and analytic thinking required for students to be college and career ready.</td>
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<td>5.</td>
<td>Model skills and fluency in using digital tools. Teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning.</td>
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<td>6.</td>
<td>Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students.</td>
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<td>7.</td>
<td>Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access to the curriculum.</td>
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## 4. Planning Instruction and Designing Learning Experiences for All Students

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<th>Evidence</th>
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<tbody>
<tr>
<td>1.</td>
<td>Locate and apply information about students’ current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for instructional planning purposes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help information instructional planning and learning.</td>
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</tr>
<tr>
<td>3.</td>
<td>Understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students.</td>
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<tr>
<td>4.</td>
<td>Demonstrate the ability to design and implement instruction and assessments that reflects the interconnectedness of academic content areas.</td>
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<tr>
<td>5.</td>
<td>Access resources for planning instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</td>
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<tr>
<td>6.</td>
<td>Align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning.</td>
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</table>
5. Assessing Student Learning

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<tbody>
<tr>
<td>1.</td>
<td>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of rubrics.</td>
</tr>
<tr>
<td>2.</td>
<td>Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.</td>
</tr>
<tr>
<td>3.</td>
<td>Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise their work based on assessment feedback.</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze data to inform instruction design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress.</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize assessment data and collaborate with specialists to learn about their students and use this information in planning instruction.</td>
</tr>
<tr>
<td>6.</td>
<td>Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</td>
</tr>
<tr>
<td>7.</td>
<td>Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</td>
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</tbody>
</table>

6. Developing as a Professional Educator

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<tbody>
<tr>
<td>1.</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognize their potential implicit and explicit biases and the potential impact (positive and/or negative) on their expectations for and relationships with students, families, and colleagues.</td>
</tr>
<tr>
<td>3.</td>
<td>Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the large school community to support teacher and student learning.</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learner outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.</td>
</tr>
<tr>
<td>6.</td>
<td>Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</td>
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<td>7.</td>
<td>Conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
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</table>

☐ Meets minimal required program standards.
☐ Does not meet minimal required program standards at this time. Conference with Program Coordinator required.
☐ Action Plan required

________________________  _________________________  
Teacher Candidate Signature  Date

________________________  _________________________  
University Supervisor  Date
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<tr>
<td>3.</td>
<td>Understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate the ability to design and implement instruction and assessments that reflects the interconnectedness of academic content areas.</td>
</tr>
<tr>
<td>5.</td>
<td>Access resources for planning instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</td>
</tr>
<tr>
<td>6.</td>
<td>Align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning.</td>
</tr>
</tbody>
</table>
5. **Assessing Student Learning**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DN</th>
<th>A</th>
<th>M</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of rubrics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise their work based on assessment feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Analyze data to inform instruction design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Utilize assessment data and collaborate with specialists to learn about their students and use this information in planning instruction.</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Use assessment data, including information from students’ IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</td>
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</tr>
</tbody>
</table>

6. **Developing as a Professional Educator**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DN</th>
<th>A</th>
<th>M</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Recognize their potential implicit and explicit biases and the potential impact (positive and/or negative) on their expectations for and relationships with students, families, and colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the large school community to support teacher and student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learner outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Conduct themselves with integrity and model ethical conduct for themselves and others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Meets minimal required program standards.  
☐ Does not meet minimal required program standards at this time. Conference with Program Coordinator required.  
☐ Action Plan required

______________________________________________________  
Teacher Candidate Signature  
______________________________________________________  
University Supervisor

______________________________________________________  
Date  
______________________________________________________  
Date
## PRELIMINARY EDUCATION SPECIALIST – MILD/MODERATE CREDENTIAL

### TEACHING PERFORMANCE EXPECTATIONS

### CLINICAL PRACTICE ASSESSMENT

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Bronco ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Poly E-Mail:</td>
<td></td>
</tr>
<tr>
<td>University E-Mail:</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td></td>
</tr>
<tr>
<td>Student Teacher CP Block (1,2,3,4, or other):</td>
<td>Quarter/Year:</td>
</tr>
<tr>
<td>Intern CP Block (1,2,3,4,):</td>
<td>Site Support Provider (if intern):</td>
</tr>
<tr>
<td>Mid-Quarter Evaluation Date:</td>
<td>End-of-Quarter Evaluation Date:</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Candidate assessment of ES M/S TPEs is made at the *novice* teacher level. University supervisors incorporate input and feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate. Record the Sub-Total after each Domain.

On **page 1** in the table above, please fill in ALL INFORMATION in the table section at the top of p. 1 of the assessment form. On **page 8**, record the sub-total of each domain and calculate the total score. Lastly, sign the appropriate assessment and secure signatures of the candidate and others (if appropriate). Hard copies of signature pages must be submitted to the Placement Office (6-103). Signatures must be obtained in order for the evaluation to be valid. Mid-Quarter Evaluations should be completed no later than the 6th week of the quarter. End-of-Quarter Evaluations should be completed no later than the 11th week of the quarter (Final Exam week). To receive credit for each ES M/M TPE and pass Clinical Practice, the candidate must receive a Meets (3) rating on each TPE element in the final block of Clinical Practice at the End-Quarter evaluation.

**Assessment Rubric and Score Levels**

- **1 Does Not Meet** *(the standard)* – Candidate provides *little or no* evidence demonstrating the competency. Evidence is inaccurate, missing, or incomplete. Requires significantly more understanding, instruction, and/or experience.
- **2 Approaching** *(meeting the standard)* – Candidate provides *partial* evidence demonstrating the competency. Evidence is appropriate, relevant, and accurate. Understands but requires additional coaching or clarification.
- **3 Meets** *(the standard)* – Provides clear, *consistent evidence* demonstrating the competency. Evidence is appropriate, relevant and accurate. Meets the standard as stated in the ES M/M TPE at the level of a novice teacher.

Be sure you enter a score for each item on every page. If you are not entering a score for an item, then write N/A. That way we know that you are skipping it on purpose, and that the lack of a score was not just an oversight.

Revised Fall, 2017
<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td>Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td>Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned academic subjects based on students’ IEPs</td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td>Understands disabilities and their effects on learning, skills development, and behavior</td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td>Implements appropriate assessment and instructional accommodations for students as described in each student’s IEP</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td>Adapts and supplements the instruction of students with identified specific disabilities</td>
</tr>
</tbody>
</table>

Sub-Total Score (total possible points = 15)

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
### CSTP Domain B: Assessing Student Learning

**TPE 2 Monitoring Student Learning During Instruction**

**TPE 3 Interpretation and Use of Assessments**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Monitors student progress based upon each student’s IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students’ products</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Anticipates, checks for, and addresses common student misconceptions and misunderstandings</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Can explain to students and their families, students’ academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Uses and understands the purposes of different diagnostic methods and tools (i.e., special education eligibility, baseline determination, progress monitoring, ELL proficiency; summative assessment, special assessment for individual student)</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students’ progress and plan or modify instruction</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Accurately interprets individual and group assessment results to develop and modify instruction</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score (total possible points = 24)**

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
### CSTP Domain C: Engaging and Supporting Students in Learning

**TPE 4** Making Content Accessible  
**TPE 5** Student Engagement  
**TPE 6** Developmentally Appropriate Teaching Practices  
**TPE 7** Teaching English Learners

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td></td>
<td>Participates in developing and implementing IEP instructional goals aligned with California content standards</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td>Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures</td>
</tr>
<tr>
<td>4.3</td>
<td></td>
<td>Selects and uses various instructional strategies, supports, and resources to facilitate student learning and access to curriculum</td>
</tr>
<tr>
<td>4.4</td>
<td></td>
<td>Prioritizes and sequences content</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td>Provides students opportunities to engage in academic and social pursuits based on their developmental and performance levels</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td>Uses strategies (e.g., transition planning) to support students to develop independence, practice self-determination, and engage in pragmatic interaction skills</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td>Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners</td>
</tr>
<tr>
<td>6.1</td>
<td></td>
<td>Sets student expectations based on knowledge of typical and atypical development</td>
</tr>
<tr>
<td>6.2</td>
<td></td>
<td>Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education</td>
</tr>
<tr>
<td>6.3</td>
<td></td>
<td>Develops instructional and behavior support plans specific to the age and severity of disability of each student with an IEP</td>
</tr>
<tr>
<td>7.1</td>
<td></td>
<td>Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities</td>
</tr>
<tr>
<td>7.2</td>
<td></td>
<td>Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students’ primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content</td>
</tr>
</tbody>
</table>

**Sub-Total Score (total possible points = 36)**

Evidence (list all):  
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)

Revised Fall, 2017
CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students

TPE 8 Learning About Students
TPE 9 Instructional Planning

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td></td>
<td>Gets to know students’ a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement</td>
</tr>
<tr>
<td>8.2</td>
<td></td>
<td>Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.</td>
</tr>
<tr>
<td>8.3</td>
<td></td>
<td>Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.</td>
</tr>
<tr>
<td>9.1</td>
<td></td>
<td>Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations</td>
</tr>
<tr>
<td>9.2</td>
<td></td>
<td>Makes instruction comprehensible and meaningful through differentiated lessons based upon student’s experiences, interests, linguistic and cultural background and developmental learning needs</td>
</tr>
<tr>
<td>9.3</td>
<td></td>
<td>Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals</td>
</tr>
</tbody>
</table>

Sub-Total Score (total possible points = 18)

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
## CSTP Domain E: Creating & Maintaining Effective Educational Environments for Student Learning

### TPE 10 Instructional Time

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional activities</td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>Allocates and adjusts use of instructional time to maximize student access to and learning of CA academic standards</td>
<td></td>
</tr>
<tr>
<td>10.3</td>
<td>Maximizes instruction time by establishing and applying rules, procedures, and routines</td>
<td></td>
</tr>
<tr>
<td>11.1</td>
<td>Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students</td>
<td></td>
</tr>
<tr>
<td>11.2</td>
<td>Creates a positive learning climate through clear academic and social expectations and caring, equitable treatment of students and their families</td>
<td></td>
</tr>
<tr>
<td>11.3</td>
<td>Teaches students to work collaboratively and independently</td>
<td></td>
</tr>
<tr>
<td>11.4</td>
<td>Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score (total possible points = 21)**

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
CSTP Domain F: Developing as a Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations
TPE 13 Professional Growth

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement</td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>Knows and uses district policies and federal law to respond to dangerous student behavior</td>
<td></td>
</tr>
<tr>
<td>12.3</td>
<td>Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment</td>
<td></td>
</tr>
<tr>
<td>12.4</td>
<td>Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel</td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>Models ethical behavior and honors laws relating to professional misconduct</td>
<td></td>
</tr>
<tr>
<td>13.1</td>
<td>Engages in the cycle of planning, teaching, reflecting, problem identification, and instructional adjustment to improve teaching</td>
<td></td>
</tr>
<tr>
<td>13.2</td>
<td>Sets professional goals for increasing subject matter knowledge and teaching effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

Sub-Total Score (total possible points = 21)

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
### Scoring Summary

<table>
<thead>
<tr>
<th>Domain</th>
<th>Sub-Score Mid-Quarter</th>
<th>Sub-Score – End of Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTP Domain A: Making Subject Matter Comprehensible to Students</td>
<td>/15</td>
<td>/15</td>
</tr>
<tr>
<td>CSTP Domain B: Assessing Student Learning</td>
<td>/24</td>
<td>/24</td>
</tr>
<tr>
<td>CSTP Domain C: Engaging and Supporting Students in Learning</td>
<td>/36</td>
<td>/36</td>
</tr>
<tr>
<td>CSTP Domain D: Planning Instruction &amp; Designing Learning Experiences for Students</td>
<td>/18</td>
<td>/18</td>
</tr>
<tr>
<td>CSTP Domain E: Creating &amp; Maintaining Effective Educational Environments for Student Learning</td>
<td>/21</td>
<td>/21</td>
</tr>
<tr>
<td>CSTP Domain F: Developing as a Professional Educator</td>
<td>/21</td>
<td>/21</td>
</tr>
<tr>
<td><strong>Total Score (135 possible)</strong></td>
<td>/135</td>
<td>/135</td>
</tr>
</tbody>
</table>
Signature Page

Teacher Candidate Name:          Bronco ID #:          
Quarter/Year:                    

Mid-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate  
Signature:                       Date:  
CPP Supervisor                   
Signature:                       Date:  
Other Evaluator:                 Date:  
Other Evaluator (print name & title):  Date:  

End-of-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate  
Signature:                       Date:  
CPP Supervisor                   
Signature:                       Date:  
Other Evaluator:                 Date:  
Other Evaluator (print name & title):  Date:  

Revised Fall, 2017
DIRECTIONS: Candidate assessment of ES M/S TPEs is made at the novice teacher level. University supervisors incorporate input and feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate. Record the Sub-Total after each Domain.

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Assessment Rubric and Score Levels

- **1 Does Not Meet** (the standard) – Candidate provides little or no evidence demonstrating the competency. Evidence is inaccurate, missing, or incomplete. Requires significantly more understanding, instruction, and/or experience.

- **2 Approaching** (meeting the standard) – Candidate provides partial evidence demonstrating the competency. Evidence is appropriate, relevant, and accurate. Understands but requires additional coaching or clarification.

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- Be sure you enter a score for each item on every page. If you are not entering a score for an item, then write N/A. That way we know that you are skipping it on purpose, and that the lack of a score was not just an oversight.
### CSTP Domain A: Making Subject Matter Comprehensible to Students

**TPE 1 Specific Pedagogical Skills for Subject Matter Instruction**

<table>
<thead>
<tr>
<th>Rubric Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td><strong>Understands disabilities and their effects on learning, skills development, and behavior</strong></td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td><strong>Delivers comprehensive systematic instruction (with accommodations and adaptations) in assigned subjects based on students’ IEPs</strong></td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td><strong>Uses knowledge of the characteristics of students with moderate/severe disabilities (e.g., eligible in the categories of autism, emotional disturbance, moderate/severe mental retardation, other health impairments, traumatic brain injury, deaf-blindness, multiple disabilities; physical/orthopedic disabilities) and their effects on learning, skills development, and behavior to develop and deliver appropriate instruction</strong></td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td><strong>Effectively develops and implements lessons and activities to teach core academic skills and functional skills, based on students’ needs and IEP goals.</strong></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td><strong>Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.</strong></td>
</tr>
<tr>
<td><strong>Sub-Total Score (total possible points = 15)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
# CSTP Domain B: Assessing Student Learning

**TPE 2 Monitoring Student Learning During Instruction**

**TPE 3 Interpretation and Use of Assessments**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Monitors student progress based upon each student’s IEP at key points during instruction to determine whether students are progressing adequately and adjusts instruction systematically to promote maximum learning and academic achievement</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning and examining students’ products</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Knows how to assess and identify students’ verbal and nonverbal communication skills and use the data to 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement communication and social skills instruction, 4) structure opportunities for interaction, and 5) develop communication methods so students can demonstrate academic knowledge</td>
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</tr>
<tr>
<td>3.3</td>
<td>Can explain to students and their families, students’ academic and behavioral strengths, areas for academic growth (including IEP goals), and how to help students achieve the curriculum</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Knows and uses assessment data from multiple sources including a) person-centered and family-centered planning, b) strength-based assessment, and c) functional and ecological assessment across classroom and non-classroom contexts to lead to a student’s progress toward IEP goals and meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum</td>
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</tr>
<tr>
<td>3.5</td>
<td>Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability</td>
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<tr>
<td>3.6</td>
<td>Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students’ progress and plan or modify instruction</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score (total possible points = 24)**

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)

Revised Fall, 2017
### CSTP Domain C: Engaging and Supporting Students in Learning

**TPE 4 Making Content Accessible**
- Designs instructional plans, prioritizes and sequences content, and uses various instructional strategies, supports, and resources responsive to the unique needs of the student to facilitate student learning and access to curriculum in inclusive general education settings.

**TPE 5 Student Engagement**
- Knows how to support the movement, mobility, sensory, and specialized health care needs for a student to participate fully in classrooms, other school settings, and the community.

**TPE 6 Developmentally Appropriate Teaching Practices**
- Knows about and uses augmentative and alternative communication systems and devices and services to facilitate communication and improve academic performance and skill development of students.

**TPE 7 Teaching English Learners**
- Prioritizes and sequences content
- Provides students opportunities to engage in academic and social pursuits based on their developmental and performance levels
- Uses strategies to support students to develop independence and practice self-determination and self-advocacy
- Has knowledge and advocacy skills regarding the various transitions students experience as they move from infancy to adulthood
- Sets student expectations based on knowledge of typical and atypical development
- Knows and uses a) English Language Development principles and instructional practices, b) students’ prior learning and background, c) analysis of students’ oral and written language errors, and d) assessment of students’ verbal and non-verbal communication abilities to provide instruction differentiated to develop students’ English language, literacy, communication, and social interaction abilities
- Has students express understanding in various ways (e.g., augmentative and alternative communication systems and technology) and uses primary language resources (e.g., peers, books, paraeducators, students’ primary language skills) to develop academic language, comprehension, and knowledge of curriculum content

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
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</thead>
<tbody>
<tr>
<td>4.1/6.1</td>
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<td>4.2</td>
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<td>4.4</td>
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<td>5.1</td>
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<td>6.2</td>
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<td>7.2</td>
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</tbody>
</table>

Sub-Total Score (total possible points = 30)

Revised Fall, 2017
### CSTP Domain D: Planning Instruction & Designing Learning Experiences for Students

**TPE 8  Learning About Students**

**TPE 9  Instructional Planning**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td></td>
<td>Gets to know students’ a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement</td>
</tr>
<tr>
<td>8.2</td>
<td></td>
<td>Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.</td>
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<tr>
<td>8.3</td>
<td></td>
<td>Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.</td>
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<tr>
<td>9.1</td>
<td></td>
<td>Plans a sequence of instruction with long-term and short-term goals for student learning based upon state and local academic content standards; and uses research-based instructional methods (e.g., direct instruction, cooperative learning, inquiry) to help students meet or exceed grade level expectations</td>
</tr>
<tr>
<td>9.2</td>
<td></td>
<td>Develops and sequences instructional activities and materials for student learning.</td>
</tr>
<tr>
<td>9.3</td>
<td></td>
<td>Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals</td>
</tr>
<tr>
<td>9.4</td>
<td></td>
<td>Effectively utilizes space, time, equipment and technology</td>
</tr>
</tbody>
</table>

**Sub-Total Score (total possible points = 21)**

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
## CSTP Domain E: Creating &Maintaining Effective Educational Environments for Student Learning

### TPE 10 Instructional Time

### TPE 11 Social Environment

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr</th>
<th>End-of-Qtr.</th>
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</thead>
<tbody>
<tr>
<td>10.1</td>
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<td>10.2</td>
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<td>11.5</td>
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</table>

<table>
<thead>
<tr>
<th>Evidence (list all):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)</td>
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</tbody>
</table>

Sub-Total Score (total possible points = 21)
<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Mid-Qtr.</th>
<th>End-of-Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td></td>
<td>Knows CA and federal laws, procedures, and policies pertaining to students with IEPs, English learners, RTI, 504 plans, eligibility and placement, and mandated considerations for augmentative and alternative communication technology and specialized health care in educational settings</td>
</tr>
<tr>
<td>12.2</td>
<td></td>
<td>Knows and uses district policies and federal law to respond to dangerous student behavior</td>
</tr>
<tr>
<td>12.3</td>
<td></td>
<td>Knows and uses techniques, procedures, materials, educational and assistive technology, and other adaptive equipment that maintain dignity and are appropriate and safe</td>
</tr>
<tr>
<td>12.4</td>
<td></td>
<td>Knows and uses district guidelines to report and respond to dangerous student behavior and suspected cases of child abuse, neglect, or sexual harassment</td>
</tr>
<tr>
<td>12.5</td>
<td></td>
<td>Models ethical behavior and honors confidentiality, health, and safety obligations for students, families, and school personnel</td>
</tr>
<tr>
<td>13.1</td>
<td></td>
<td>Engages in the cycle of planning, teaching, reflecting, problem identification, and instructional adjustment to improve teaching</td>
</tr>
<tr>
<td>13.2</td>
<td></td>
<td>Sets professional goals for increasing knowledge about evidence-based practices and their teaching effectiveness</td>
</tr>
</tbody>
</table>

Sub-Total Score (total possible points = 21)

Evidence (list all):
(LP = Lesson plan; OB = Observation; CA = Course assignment; POM = Post-Observation Meeting)
**Scoring Summary**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Sub-Score Mid-Quarter</th>
<th>Sub-Score – End of Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTP Domain A: Making Subject Matter Comprehensible to Students</td>
<td>/15</td>
<td>/15</td>
</tr>
<tr>
<td>CSTP Domain B: Assessing Student Learning</td>
<td>/24</td>
<td>/24</td>
</tr>
<tr>
<td>CSTP Domain C: Engaging and Supporting Students in Learning</td>
<td>/30</td>
<td>/30</td>
</tr>
<tr>
<td>CSTP Domain D: Planning Instruction &amp; Designing Learning Experiences for Students</td>
<td>/21</td>
<td>/21</td>
</tr>
<tr>
<td>CSTP Domain E: Creating &amp; Maintaining Effective Educational Environments for Student Learning</td>
<td>/21</td>
<td>/21</td>
</tr>
<tr>
<td>CSTP Domain F: Developing as a Professional Educator</td>
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<td>/21</td>
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<tr>
<td><strong>Total Score (132 possible)</strong></td>
<td>/132</td>
<td>/132</td>
</tr>
</tbody>
</table>

Revised Fall, 2017
PRELIMINARY EDUCATION SPECIALIST – MODERATE/SEVERE CREDENTIAL
TEACHING PERFORMANCE EXPECTATIONS
CLINICAL PRACTICE ASSESSMENT

Signature Page

Teacher Candidate Name:  Bronco ID #:
Quarter/Year:  

Mid-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate
Signature:  Date:  
CPP Supervisor
Signature:  Date:  
Other Evaluator:
Date:  
Other Evaluator (print name & title):
Date:  

End-of-Quarter Evaluation - Notes

To the best of my knowledge, this information is accurate and complete.

Education Specialist Candidate
Signature:  Date:  
CPP Supervisor
Signature:  Date:  
Other Evaluator:
Date:  
Other Evaluator (print name & title):
Date:  

Revised Fall, 2017