Dear Student Teacher, Master Teacher, and University Supervisor:

We all know that development of effective teaching takes a comprehensive, systematic, and experiential approach with the appropriate feedback to develop the necessary skills, behaviors, and knowledge base to successfully teach students. The School of Education is excited to work in partnership with each of you to develop effective teachers. Every member of this partnership has been carefully chosen.

Student Teachers: You are pursuing a worthy and noble calling and the School of Education is committed to supporting you in reaching your goal. Master Teachers: Your expertise and guidance is a crucial element in developing the professional skill set of our student teachers. University Supervisors: Your wealth of professional educational experience and your understanding of the necessary pedagogy to be a successful teacher, when relayed in the form of feedback, is vital to the professional growth of each student teacher. As each of you work in concert with each other, successful and joyful teaching is molded and brought forth.

This handbook is an important resource for you. Please read it carefully. Student Teachers are about to start a program that has been carefully crafted based on the latest curriculum design and instructional strategies built upon the California State Frameworks/CCSS/Content Standards, and Teacher Performance Expectations and Assessments. The goal of the School of Education is to produce teachers who care for students, appreciate their individuality, model and teach character development, and apply their knowledge with a variety of teaching approaches.

Together, we can make a positive difference in the lives of our students.

In faith and service,

Glee Brooks, Ed.D.                                    Carol Wertz, Ed.D.
Dean of Education                                    Director of Student Teaching
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Student Teacher Section
READ THIS HANDBOOK – Student Teachers are expected to have read this handbook and understand how the contents apply to their student teaching experience. Questions about any of the policies or need for clarification should be directed to the Director of Student Teaching or one’s University Supervisor. Student Teachers will be set up with a Simpson University e-mail account. It is the Student Teacher’s responsibility to check his/her Simpson e-mail on a regular basis.

PROGRAM REQUIREMENTS

All of the appropriate courses must be completed before the candidate can advance to student teaching.

Pre-placement in Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5250</td>
<td>Technology for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 5400</td>
<td>Language Arts for Elementary</td>
<td>4</td>
</tr>
<tr>
<td>ED 5410</td>
<td>Language Arts for Secondary</td>
<td>4</td>
</tr>
<tr>
<td>ED 5420</td>
<td>Curriculum for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5430</td>
<td>Curriculum for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5460</td>
<td>Multicultural for Elementary</td>
<td>3</td>
</tr>
<tr>
<td>ED 5470</td>
<td>Multicultural for Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ED 6010</td>
<td>Psychological Applications in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5610</td>
<td>Teacher Performance Assessment 1</td>
<td>0</td>
</tr>
</tbody>
</table>

Recommendation from School of Education for advancement to student teaching:

- BST (Basic Skills Test) – CBEST or CSET Test I, II, III, IV for Multiple Subjects
- CSET
- TB clearance
- Fingerprint clearance
- Proof of Professional Liability Insurance (while student teaching)

Placement in Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5440</td>
<td>Student Teaching A for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5441</td>
<td>Student Teaching B for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5450</td>
<td>Student Teaching A for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5451</td>
<td>Student Teaching B for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5601</td>
<td>Student Teaching Performance Dev. A</td>
<td>.5</td>
</tr>
<tr>
<td>ED 5602</td>
<td>Student Teaching Performance Dev. B</td>
<td>.5</td>
</tr>
<tr>
<td>ED 5660</td>
<td>Induction Prep Plan</td>
<td>1</td>
</tr>
<tr>
<td>ED 6000</td>
<td>Philosophical Foundations in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 5620</td>
<td>Teacher Performance Assessment 2</td>
<td>0</td>
</tr>
<tr>
<td>ED 5630</td>
<td>Teacher Performance Assessment 3</td>
<td>0</td>
</tr>
<tr>
<td>ED 5640</td>
<td>Teacher Performance Assessment 4</td>
<td>0</td>
</tr>
</tbody>
</table>

To file for a credential

- RICA (elementary only)
- US Constitution
- CPR card to include infant, children and adults
PRE-PLACEMENT PROGRAM EMPHASIS

Student Teachers will engage in relevant coursework in preparation for placement into a school setting. It is the goal of the professors to provide each student with enough knowledge, skill, and understanding in each course to successfully complete the student teaching phase of the teacher preparation program. It is required that each student will perform at graduate school level in coursework (B- or better), meet all deadlines, and display high standards in personal conduct related to attendance, participation, and scholarship.

Student Teachers will be given opportunity to practice and demonstrate the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). These standards are consistent with standards established by the Commission on Teacher Credentialing. Satisfactory demonstration of the standards must be accomplished prior to a credential recommendation. This is satisfied by successful completion of the Teacher Performance Assessments (TPA’s).
STUDENT TEACHING APPLICATION

Simpson ID  SS #  Preferred Name  Last Name  E-Mail Address

ADDRESS  CITY/STATE/ZIP

PHONE: WORK  PHONE: CELL  PHONE: HOME

MULTIPLE SUBJECT OR SINGLE SUBJECT (please specify)

FOR OFFICE USE - DATE OF REQUEST

COMPLETION OF THE FOLLOWING ITEMS MUST BE SUBMITTED PRIOR TO STUDENT TEACHING BY DUE DATE:
(THIS INFORMATION WILL BE CHECKED OFF BY THE CREDENTIAL ANALYST)

- CBEST; CSET and TEST IV  BA Institution
- TUBERCULOSIS CLEARANCE
- SUBJECT MATTER COMPETENCY (Subject Matter Program, CSET)
- CERTIFICATE OF CLEARANCE (or copy of EMERGENCY CREDENTIAL)
- LIABILITY INSURANCE min. $100,000 (proof of coverage: copy of check, membership card, etc.)
- RECOMMENDATION FOR STUDENT TEACHING
- EL Verification

<table>
<thead>
<tr>
<th></th>
<th>ED 5250</th>
<th>ED 5400-10</th>
<th>ED 5420-30</th>
<th>ED 5460-70</th>
<th>ED 5610</th>
<th>ED 6010</th>
</tr>
</thead>
</table>

**TERM REQUESTED**

<table>
<thead>
<tr>
<th>SPRING</th>
<th>FALL</th>
<th>*SUMMER</th>
</tr>
</thead>
</table>

* Summer placements are limited and require special approval. Contact the Director of Student Teaching.

The Director of Student Teaching arranges all assignments through district/school administrators. It is inappropriate for an applicant to ask a classroom teacher to be their master teacher. If you have a preference, list preferred school, grade level, and teacher’s name below. Multiple Subject assignments are two placements at least two grade levels apart. Single Subject assignments are two levels/preparations.

**MULTIPLE SUBJECT:**

- PHASE I PREFERENCE - School; MT Name; Grade Level

- PHASE II PREFERENCE - School; MT Name; Grade Level

**SINGLE SUBJECT:**

- SS FIRST PREFERENCE - School; Master Teacher Requested

- SS SECOND PREFERENCE - School; Master Teacher Requested

- Request Out of Area

Please list any schools or districts where your children attend or a relative is employed. It is inappropriate to student teach at these schools.

ANY ADDITIONAL COMMENTS OR SPECIAL CIRCUMSTANCES:

I understand that: all items listed on the Teacher Credential Program Check List sheet must be met before applying for a credential; I am making a commitment to student teach; my specific request is not guaranteed. In addition, if my plans change, I will provide that information as soon as possible.

SIGNATURE  DATE

Form Modified 09/11/12

Revised April 13, 2015
SIMPSON UNIVERSITY SCHOOL OF EDUCATION
Advancement to Student Teaching Evaluation Form/
Rubric for Outstanding Student Teacher

The following rubric is designed to determine a teacher candidate’s readiness to proceed to a supervised Student Teaching assignment. The rating and accompanying comments are based on the candidate’s academic performance, completion of TPA 1 (Subject Specific Pedagogy Task), and professional character development as demonstrated during coursework. Candidates must receive a holistic score of Level 2 or Level 3 to advance to Student Teaching.

*Level 1 requires the candidate to complete the components of a Corrective Action Plan approved by the Director of Student Teaching in order to receive a Student Teaching assignment.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>*Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work</td>
<td>Inconsistently or inadequately meets criteria/guidelines for assignments and/or tasks including TPAs</td>
<td>Satisfactorily meets criteria/guidelines for assignments and/or tasks including TPAs</td>
<td>Consistently excellent work on assignments and/or tasks, including TPAs</td>
</tr>
<tr>
<td>Attendance</td>
<td>Poor attendance and/or several tardies; does not call or make arrangements for missed assignments.</td>
<td>Satisfactory attendance with few or no tardies; informs instructor about missed classes.</td>
<td>Excellent attendance with few or no tardies; calls and/or arranges visits to make up missed assignments</td>
</tr>
<tr>
<td>Demonstration of Effective Pedagogy</td>
<td>Lack of preparation of lessons or demonstrations evident.</td>
<td>Demonstrates and/or prepares appropriate lessons that will probably improve with practice during student teaching.</td>
<td>Successfully prepares and/or demonstrates effective teaching strategies.</td>
</tr>
<tr>
<td>Meets Deadlines</td>
<td>Consistently turns in assignments late. Possible Incomplete(s) for course(s).</td>
<td>Turns in assignments on due dates unless there are special circumstances that have been approved by the professor.</td>
<td>Consistently turns in assignments before, or on, due dates.</td>
</tr>
<tr>
<td>Works Cooperatively with Others</td>
<td>Inconsistent or difficulty working in groups</td>
<td>Cooperative when working in groups with students and/or instructors</td>
<td>Consistently cooperative spirit</td>
</tr>
<tr>
<td>Interpersonal Relationship Skills</td>
<td>Difficulty with communication skills; focused on “self”; unable to make connections with other students</td>
<td>Appropriate communication skills; gets along with other students/instructors</td>
<td>Empathetic, strong communication skills; “connects” with students and instructors</td>
</tr>
<tr>
<td>Demonstrates teaching presence</td>
<td>Poor posture, extreme shyness</td>
<td>Appropriate posture, sufficient degree of self-confidence with understanding that this will develop with experience</td>
<td>Professionally postured, demonstrates efficacy, professional dress when visiting/teaching</td>
</tr>
<tr>
<td>Open to suggestions/coaching</td>
<td>Defensive</td>
<td>Accepts suggestions for improvement without argument</td>
<td>Accepts suggestions for improvement graciously; immediately implements changes when appropriate; may ask for clarification</td>
</tr>
</tbody>
</table>

Revised April 13, 2015
<table>
<thead>
<tr>
<th>Professional Character/Conduct</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence (Efficacy)</td>
<td>Insecure about whether or not teaching is something he/she can do; ready to give up; feedback is devastating.</td>
<td>Demonstrates an “I hope I can” attitude; is willing to try to do one’s best; some difficulty with feedback.</td>
<td>Demonstrates an “I can do this” attitude toward teaching; eager to find solutions to problems; accepts feedback as opportunity for growth.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Has little or no understanding about what candidates or children might feel.</td>
<td>Has some understanding about how other candidates/children might feel, especially toward friends.</td>
<td>Understands what other candidates/children might be struggling with and/or how they might feel in certain situations.</td>
</tr>
<tr>
<td>Respect for others</td>
<td>Little respect for others (text messaging, playing with computer, conversations during class/presentations, argumentative)</td>
<td>Generally respectful of others; able to disagree without confrontation.</td>
<td>Demonstrates high level of respect for professors, other candidates, teachers, and children i.e. listens attentively, asks relevant questions, and takes notes when appropriate.</td>
</tr>
<tr>
<td>Integrity/Honesty</td>
<td>Questionable degree of adherence to moral and ethical principles</td>
<td>Adherence to moral and ethical principles; honest</td>
<td>Consistent high degree of adherence to moral and ethical principles; soundness of moral character; honest</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Sometimes makes excuses for inability to complete work, to complete observation; prefers to have others take responsibility for accomplishing tasks/leadership roles</td>
<td>Accepts responsibility for actions. Rarely makes excuses for incomplete assignments.</td>
<td>Accepts responsibility for completing assignments in a timely manner; takes responsibility in setting up observations; accepts leadership roles when appropriate.</td>
</tr>
<tr>
<td>Compassion</td>
<td>Does not recognize others’ needs; ignores others.</td>
<td>Demonstrates compassion for others through words.</td>
<td>Demonstrates high level of compassion for other candidates or for children through words and actions; takes action to meet others’ needs.</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Difficulty getting along with others in group situations.</td>
<td>Friendly and able to get along with others.</td>
<td>Demonstrates high level of friendliness and ability to work closely with other candidates; friendly with professors on professional bases.</td>
</tr>
</tbody>
</table>
STUDENT TEACHING PLACEMENTS

Multiple Subjects
There are two student teaching placements for Multiple Subjects credential candidates. The placements are generally at least two grade levels apart and one of them must be in a classroom setting where beginning reading is taught. Full day student teaching for 15 weeks includes one placement of 8 weeks and the other 7 weeks with at least two weeks of solo teaching in each assignment. Solo teaching is defined as two weeks at the end of each placement where the student teacher is in charge of the entire day. It is expected that one’s daily commitment of time will match the contractual commitments required by the school of its teaching staff, i.e. arrival time, conferences, staff meetings, grade level/department meetings, staff development, leave time, etc.

During each student teaching placement it is expected that the student teacher will start with observations and progress to solo teaching. (See Program-at-a-Glance pg. 14) Some of the initial teaching activities may include:
1-on-1 tutoring
Small group instruction
1-on-1 assessments
Small group assessments
Project supervision
Teaching one whole lesson

Single Subject
There is one 15 week student teaching placement for Single Subject credential candidates. The assignments are in grades 7-12. The placement is at one school but must include at least two different preparations, three periods a day, in one’s subject area. It is expected that each Single Subject student teacher will be fully prepared to teach each assigned class after completing a time of observation and transition from the Master Teacher. (See Program-at-a-Glance pg. 16)
SUPERVISION OF STUDENT TEACHER

Each credential candidate will have supervision from the assigned Master Teacher and a University Supervisor. See Program-at-a-Glance. Below is what one can expect from each:

Master Teacher
- Assistance in understanding classroom and school wide rules and procedures.
- Formative feedback both orally and in writing at least once a week.
- Support and coaching in refining instructional practices.
- Assistance in understanding the culture of the school.
- Summative feedback at the end of the student teaching assignment.
- A letter of recommendation.

University Supervisor
- Assistance in understanding the School of Education expectations.
- Formative feedback both orally and in writing at least once a week.
- Support and coaching in refining instructional practices.
- Review and comment on one’s Student Teaching notebook.
- Assistance in understanding the continuum of development throughout the student teaching experience.
- Assistance when issues or misunderstandings occur on-site.
- Summative feedback at the end of the student teaching assignment.
- Verification of EL Experience
- A letter of recommendation.

The final recommendation for the credential will be made by the Director of Student Teaching with input from the Master Teacher(s) and University Supervisor, and affirmation by the Credential Analyst.

CORRECTIVE ACTION PLAN

The Corrective Action Plan is used in the event a determination is made by the Master Teacher or University Supervisor that satisfactory progress is not being made or there are issues of concern. If there is sufficient time left in the student teaching assignment and the concern can be remediated, the Corrective Action Plan should be followed. If the concern is not remediated, or if there is insufficient time left in the student teaching assignment to apply corrective action, or if an extreme incident has occurred, student teaching may be terminated immediately. The School of Education or the School District may terminate student teaching at any time at its sole discretion. Failure of a phase of student teaching will result in a repeat of that phase.

STUDENT GRIEVANCE PROCESS

When a Student Teacher believes he/she has been unfairly treated within the School of Education, the first level of contact is the Simpson University Supervisor. If the grievance is not resolved at the supervisor level, the next level of contact is the Director of Student Teaching. If the grievance is not resolved at the Director of Student Teaching level, the next level within the School of Education is the Dean of Education. If the grievance is not resolved at the Dean level, the final level of contact is the Simpson University Chief Academic Officer. The “Student Grievance Process” is outlined in the current Simpson University & Graduate School Catalog.

Revised April 13, 2015
SUBSTITUTE TEACHING
Normally, substitute teaching during student teaching is not allowed. However, written requests for permission to substitute teach based on special circumstances may be considered by the Director of Student Teaching prior to substitute teaching. Requests must contain the following:

- Verification that substitute teaching would be at the Student Teacher’s current school placement;
- A clearly written request by the Student Teacher describing the special circumstances;
- Accompanying letters or emails of approval from the current Master Teacher and University Supervisor;
- A letter or email from a building principal or school district officer stating the request for the Student Teacher to substitute teach.

Substitute teaching while student teaching requires compliance with all policies and procedures in this Student Teaching Handbook and does not guarantee successful completion of student teaching nor recommendation for a teaching credential.

WAIVING STUDENT TEACHING
Students who have completed 180 days of full-time teaching with full teaching responsibilities in the subject matter area for which they are seeking a credential or 360 days of substitute teaching in the subject matter area for which they are seeking a credential may request a waiver for one Multiple Subjects student teaching assignment or half of a Single Subject assignment. Waiver requests must be submitted in writing to the Director of Student Teaching. All requests must be accompanied by official verification of experience. Verification of experience must be on school letterhead bearing the signature of a school official.
# SIMPSON UNIVERSITY SCHOOL OF EDUCATION

## MULTIPLE SUBJECTS PROGRAMS-AT-A-GLANCE

### WEEKS 1-2

<table>
<thead>
<tr>
<th>STUDENT TEACHER DUTIES</th>
<th>WEEKS 1-2</th>
<th>WEEKS 3-5</th>
<th>WEEKS 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-student teaching: If possible, meet with the Master Teacher(s) to identify course content and receive teacher guides and materials</td>
<td>• Observes classes; becomes familiar with students and daily/weekly schedule</td>
<td>• Assumes responsibility for additional curricular area each week. Produces lesson plans for pre-approval by Master Teacher.</td>
<td>• Completes 2 weeks of solo teaching. Be sure lesson plans have been pre-approved.</td>
</tr>
<tr>
<td></td>
<td>• Discusses first curricular area to teach</td>
<td>• Completes process of writing thematic unit including copies to Master Teacher and University Supervisor</td>
<td>• Completes student teaching</td>
</tr>
<tr>
<td></td>
<td>• Assumes routine tasks in classroom</td>
<td>• May begin first week of solo teaching</td>
<td>• Completes teaching of thematic unit. (for first student teaching assignment only)</td>
</tr>
<tr>
<td></td>
<td>• Begins teaching first curricular area (week 2)</td>
<td>• Complete Health Paper assignment (second phase)</td>
<td>• Completes TPAs</td>
</tr>
<tr>
<td></td>
<td>• Determines topic for unit plan (for first student teaching assignment only)</td>
<td>• Complete TPA 2 (first session)</td>
<td>• TPA 4 with video final due week</td>
</tr>
<tr>
<td></td>
<td>• Create Classroom Management Plan</td>
<td>• Begin TPA 3&amp;4 video tape lessons (second session, secure video waiver)</td>
<td>• Completes 5601 (first phase)</td>
</tr>
<tr>
<td>ATTENDS WEEKLY SEMINAR</td>
<td>• Writes a daily journal</td>
<td>• (Second phase) Completes ED 6000 Philosophical Foundations pre-assignment</td>
<td>• Completes 5602 and 5660 (second phase)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ATTENDS WEEKLY SEMINAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writes a daily journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Completes ST Notebook in final review with University Supervisor and Master Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post student teaching: have an exit interview with University Supervisor and Master Teacher</td>
</tr>
</tbody>
</table>

### ATTENDS WEEKLY SEMINAR

<table>
<thead>
<tr>
<th>MASTER TEACHER DUTIES</th>
<th>WEEKS 1-2</th>
<th>WEEKS 3-5</th>
<th>WEEKS 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-student teaching: If possible, meet with the student teacher to discuss course content and distribute teacher editions and materials</td>
<td>• Assists in use of classroom technology</td>
<td>• Use Master Teacher Conference Questions, two times</td>
<td>• Assigns two weeks of solo full-time teaching</td>
</tr>
<tr>
<td></td>
<td>• Initiates Student Teacher to classroom schedule and students</td>
<td>• Provides feedback for Student Teacher on a daily basis, as needed</td>
<td>• Notes competencies not yet demonstrated; schedules opportunities for Student Teacher to demonstrate these competencies</td>
</tr>
<tr>
<td></td>
<td>• Assigns routine classroom tasks to Student Teacher</td>
<td>• Begins noting competencies as demonstrated Student Teacher Evaluation Form</td>
<td>• Completes letter of recommendation for Student Teacher</td>
</tr>
<tr>
<td></td>
<td>• Assigns one curricular area to teach starting second week on Increased Responsibilities Form</td>
<td>• Assigns at least one additional curricular area to teach each week</td>
<td>• Completes Student Teacher competencies list and evaluation form</td>
</tr>
<tr>
<td></td>
<td>• Reviews all lesson plans in advance</td>
<td>• Approves Student Teacher’s unit plan (for first student teaching assignment only)</td>
<td>• Completes program evaluation form</td>
</tr>
<tr>
<td></td>
<td>• Orients Student Teacher to classroom and school procedures</td>
<td>• Through conferencing, leads the Student Teacher in reflection on lessons taught</td>
<td>• Continually assists Student Teacher in grading</td>
</tr>
<tr>
<td></td>
<td>• Orients Student Teacher on classroom and school behavior procedures</td>
<td>• Gradually transitions Student Teacher to solo teaching</td>
<td>• Attend the Teacher Credential Medallion Ceremony (January or May)</td>
</tr>
<tr>
<td></td>
<td>• Reviews grade level curriculum standards</td>
<td>• Assists securing of student waivers for TPA 4 video</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gives curriculum guides to Student Teacher</td>
<td>• Sign TPE analysis of lesson plan, twice a phase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assists in the selection of the unit topic (for first student teaching assignment only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides written feedback at least once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inform student of procedures and laws related to confidentiality and mandated reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised April 13, 2015
<table>
<thead>
<tr>
<th>UNIVERSITY SUPERVISOR DUTIES</th>
<th>UNIVERSITY SUPERVISOR DUTIES</th>
<th>UNIVERSITY SUPERVISOR DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receives daily/weekly schedule</td>
<td>• Continues weekly visits and feedback</td>
<td>• Collaborates with Master Teacher to complete Student Teacher Evaluation Form</td>
</tr>
<tr>
<td>• Initiates contact with Master Teacher and Student Teacher</td>
<td>• Works with Master Teacher on observation of competencies</td>
<td>• Encourages completion of program evaluation form</td>
</tr>
<tr>
<td>• Begins observing Student Teacher’s class</td>
<td>• Approves Student Teacher’s unit plan (for first student teaching assignment only)</td>
<td>• Completes letter of recommendation for Student Teacher</td>
</tr>
<tr>
<td>• Provides weekly feedback and conferences with Student Teacher</td>
<td>• Encourage completion of TPA 2, 3, 4</td>
<td>• Emphasizes TPA 4 video due final week</td>
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<tr>
<td>• Assists in choice of lessons to be videotaped (second session)</td>
<td></td>
<td>• Completes a final review with Master Teacher and Student Teacher</td>
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<tr>
<td>• Conference about how lessons differentiate instruction</td>
<td></td>
<td>• Completes Notebook Evaluation Form</td>
</tr>
<tr>
<td>• Approves classroom management plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT TEACHER DUTIES</td>
<td>WEEK 1</td>
<td>WEEKS 2-8</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Pre-student teaching: If possible, meet with the Master Teacher(s) to identify course content and receive teacher guides and materials</td>
<td>• Maintains Student Teacher Notebook&lt;br&gt;• Observes classes, become familiar with school prior to student teaching&lt;br&gt;• May start solo teaching from first day&lt;br&gt;• Discusses curricular areas with MT prior to assignment&lt;br&gt;• Determines topic for unit plan&lt;br&gt;• Creates Classroom Management Plan&lt;br&gt;• ATTENDS WEEKLY SEMINAR&lt;br&gt;• Writes a daily journal</td>
<td>• Maintains Student Teacher Notebook&lt;br&gt;• Produces lesson plans for pre-approval by Master Teacher&lt;br&gt;• Continues solo teaching&lt;br&gt;• Completes process of writing unit, including copies to Master Teacher and University Supervisor&lt;br&gt;• Secures video waiver&lt;br&gt;• Completes Health Paper assignment&lt;br&gt;• Begins TPA 2, 3, 4&lt;br&gt;• Completes TPA 2&lt;br&gt;• Completes ED 5601&lt;br&gt;• ATTENDS WEEKLY SEMINAR&lt;br&gt;• Writes a daily journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MASTER TEACHER DUTIES</th>
<th>WEEK 1</th>
<th>WEEKS 2-8</th>
<th>WEEKS 9-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-student teaching: If possible, meet with the student teacher to discuss course content and distribute teacher editions and materials</td>
<td>• Assists in use of classroom technology&lt;br&gt;• Initiates Student Teacher to classroom and school procedures&lt;br&gt;• Assigns a minimum of two different preparation classes and a third class which is a repeat preparation (i.e., 2 classes of U.S. History, 1 World History)&lt;br&gt;• Reviews all lesson plans in advance&lt;br&gt;• Assists in the selection of the unit topic&lt;br&gt;• Provides written feedback at least once a week&lt;br&gt;• Supports and transitions student teacher to solo teaching&lt;br&gt;• Informs student teacher of laws and procedures for confidentiality and mandated reporting</td>
<td>• Uses Master Teacher Conference Questions two times&lt;br&gt;• Provides ongoing feedback for Student Teacher&lt;br&gt;• Begins noting competencies as demonstrated&lt;br&gt;• Use Master Teacher Conference Questions two times&lt;br&gt;• Assists securing of waiver for TPA 4 video taping&lt;br&gt;• Sign TPE analysis of lesson plan (four times in 15 weeks)</td>
<td>• Notes competencies not yet demonstrated; schedule opportunities for Student Teacher to demonstrate these&lt;br&gt;• Continual assistance to Student Teacher on grading&lt;br&gt;• Completes letter of recommendation for Student Teacher&lt;br&gt;• Attend the Teacher Credential Medallion Ceremony (January or May)</td>
</tr>
</tbody>
</table>

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<tr>
<th>UNIVERSITY SUPERVISOR DUTIES</th>
<th>WEEK 1</th>
<th>WEEKS 2-8</th>
<th>WEEKS 9-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins observing Student Teacher’s class&lt;br&gt;• Provides weekly feedback and conferences with Student Teacher&lt;br&gt;• Initiates contact with Master Teacher and Student Teacher&lt;br&gt;• Conference about how lessons differentiate instruction</td>
<td>• Continues weekly visits and feedback&lt;br&gt;• Works with Master Teacher on observation of competencies&lt;br&gt;• Approves Student Teacher’s unit plan&lt;br&gt;• Encourage completion of TPA 2 and preparation for video tape for TPA 4</td>
<td>• Collaborates with Master Teacher to complete Student Teacher Evaluation Form&lt;br&gt;• Encourage Master Teacher completion of Program Evaluation form&lt;br&gt;• Completes letter of recommendation for Student Teacher&lt;br&gt;• Emphasizes video and TPA 4 are due final week&lt;br&gt;• Complete a Student Teacher review in final week with Master Teacher and Student Teacher&lt;br&gt;• Complete Notebook Evaluation form</td>
<td></td>
</tr>
</tbody>
</table>
EXPECTED RESPONSIBILITIES WHILE STUDENT TEACHING

SEMINARS
It is expected that each credential candidate will attend the student teaching seminars throughout the semester on the Simpson University campus. These seminars are on Tuesdays from 4:00-6:00 pm. Each candidate will make arrangements with his/her respective master teacher to leave school in time to attend seminars. A schedule of dates and topics will be provided before the semester begins. Credential candidates student teaching at a distance will have an online method of meeting seminar requirements. The seminars include ED 5601 Student Teaching Performance Development A including special ed.; ED 5602 Student Teaching Performance Development B including health, classroom management, best practices, TPAs 2, 3, and 4; ED 5660 Induction Prep including BTSA, interviewing and filing for a credential.

DAILY HOURS
It is expected that one’s daily commitment of time will match the contractual commitments required by the school of its teaching staff, i.e. arrival time, conferences, staff meetings, grade level/department meetings, staff development, leave time, etc. Since Single Subject Student Teachers generally teach three periods per day, the remaining time should be used for planning and research, grading, observation in other classes, team teaching with their Master Teachers, and other similar activities.

LESSON PLANNING
Lesson Plan Approval: the Student Teacher must present lesson plans to the Master Teacher for approval at least one day before teaching all planned lessons. Lesson plans, plan books, and journal must be available for the University Supervisor’s inspection.

Lesson Plan Format: the lesson plan format provided in this handbook should be used for all lessons taught by the Student Teacher and should be initialed by the master teacher before presenting them to the university supervisor. A detailed plan is expected for each subject taught.

Lesson Plan Books are required and are to be used for all planning. The plan book will include a listing of all lessons taught by both the Master Teacher and Student Teacher. Student Teachers should provide enough detail that another teacher could present the lesson (i.e., books, pages, handouts, activities, turn-ins, etc.).

UNIT PLAN
During the semester of student teaching, Single Subject and Multiple Subjects Student Teachers will develop one unit plan.

The unit plan is developed using the same content and format as the one introduced in the Curriculum & Instruction course. The unit plan must contain the number of lessons sufficient to teach the unit, consist of a minimum of five (5) lessons and contain all of the appropriate accompanying student worksheets, lecture notes, maps, etc. The introduction of the unit plan must also be included and consists of: title page, main content standards taught, learning outcomes, interdisciplinary concept model (multiple subjects only), and unit-at-a-glance chart. The unit plan must be approved by the University Supervisor and Master Teacher at least one week prior to teaching the unit.

Revised April 13, 2015
CLASSEMANAGEMENT PLAN
Using your ED 6010, Psychological Applications in Education, classroom management plan as a guide, modify the plan to meet your current student teaching placement. The modified plan is not to exceed three pages for each placement or grade level. The modified management plan should include behavior management processes, procedures and daily routines and practices for the classroom. This plan should be developed with input from the Master Teacher and respect for the existing classroom management and behavior plan, as well as be consistent with school-wide and district policy. The plan is to be completed during the second week of each phase of student teaching and for Multiple Subject and once during Single Subject presented to your University Supervisor for approval. The plans should be in your student teacher notebook.

WEEKLY SCHEDULE
Student Teachers will inform their University Supervisors of the weekly classroom schedule and will promptly notify their Master Teacher and University Supervisor prior to being absent. The University Supervisor will indicate the preferred procedure for leaving messages.

Student Teachers will collaborate with their Master Teachers to identify a weekly sequence of increased responsibilities (Schedule of Student Teacher Increased Responsibilities)

STUDENT TEACHING NOTEBOOK
The student teaching notebook must be available at all times for review by the University Supervisor. The notebook is part of the Simpson University Supervisor’s final evaluation that is a prerequisite to the credential application process.

NOTEBOOK INSTRUCTIONS
Professional educators use notebooks to plan and to showcase their knowledge and expertise in teaching students. They also use them to reflect upon what they do well and to identify those areas to target for improvement. The student teaching notebook is a dynamic document that you initiate during student teaching and take with you as you enter the teaching profession.

The California Standards for the Teaching Profession (CSTP) describe the Teacher Performance Expectations (TPE) within six standards of teaching each defined by specific elements. The CSTP were designed to prompt reflection throughout one’s teaching career, and students’ learning. Throughout student teaching you will select artifacts to demonstrate understanding of the standards.

Below are the elements to be kept within the notebook. The notebook should have a divided section for each element. The notebook should be available on-site for review by your University Supervisor.

- Daily lesson plans (Standard 4)
- Weekly schedule planner (Standard 4)
- Unit plan (Standard 4)
- Reflective journal with daily entries (Standard 6)
  A daily reflective journal is used to record observations and analyses of classroom experiences using the elements of the Teaching Performance Expectations (TPE). The daily entries may be handwritten, word processed, or emailed and available for review by the University Supervisor.
- Classroom management plan (Standard 2)
- Section with copies of feedback forms from Master Teacher and University Supervisor (Standard 6)
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

This notebook is about growth as a teacher, understanding that much of whom one is as a teacher will be revealed through your students’ work and interactions with them. The notebook will be shared with the University Supervisor throughout each student teaching assignment and evaluated at the end of each assignment as a “work in progress”. The notebook will be valuable as a professional growth tool as one progresses in one’s teaching career.

DUTIES

Student Teachers are expected to participate in all activities normally expected of a classroom teacher including:
1. playground duty, bus duty, supervision at athletic events, etc.
2. attendance at all meetings required of Master Teacher; i.e. parent conferences
3. knowledge and compliance with the routines, policies and procedures required of classroom teachers
4. completion of all assigned tasks given by the Master Teacher and/or administrator and University Supervisor

OTHER PROFESSIONAL DUTIES

Student Teachers are expected to act and dress in a professional manner and to be aware of and adhere to the legal responsibilities of a public school teacher including such matters as confidentiality laws and mandatory reporting.

TEACHER PERFORMANCE ASSESSMENT

Student Teachers will complete TPA’s 2, 3, and 4 which includes TPA 4 video-taping. Support seminars for each TPA are offered. Refer to the Student Teaching Seminar Schedule for dates. The TPA web site is: www.ctc.gov/educator-prep/TPA-California.html. TPAs are uploaded into Taskstream for scoring. All Simpson student teaching school and student information is kept confidential.

EXIT INTERVIEW AND PORTFOLIO

At the end of each semester a date will be designated for the exit interview with the Director of Student Teaching. Student teachers are expected to attend the exit interviews, bring their completed portfolio as outlined in the ED 5660 Induction Preparation syllabus, and provide feedback about the student teaching experience.

Revised April 13, 2015
CREDENTIAL CELEBRATION

The School of Education conducts a celebration at the end of each semester for students who complete the teacher credential program. Candidates join with the School of Education faculty and Simpson University administration in a ceremony held in the Simpson University Heritage Center on an afternoon in January for fall Student Teachers, and in May for spring Student Teachers. Family members and friends, Master Teachers, University Supervisors, and professors are invited to witness a celebration of completion and share in a time of refreshment and fellowship. The Credential Celebration also recognizes the contributions made by the Master Teachers.

The Credential Celebration includes two special honors: The “Outstanding Student Teacher” is determined by faculty consensus and the recipients (one multiple subject and one single subject) are invited to present a celebration address; the “Dean’s Cup” is awarded to the Student Teacher who has demonstrated outstanding qualities of character during his/her work in the teacher credentialing program. Participation in the Credential Celebration does not provide a teaching credential. Candidates must apply to the California Commission of Teacher Credentialing through the School of Education Credential Analyst.

APPLYING FOR YOUR CREDENTIAL

Upon completion of all credential requirements, it is the responsibility of the Student Teacher to contact the credential analyst, to apply for one’s teaching credential. The credential analyst will verify that all required documentation is satisfactorily completed and will guide the Student Teacher in the application process.
Dear Student Teacher:

Welcome to student teaching! I am looking forward to serving as your supervisor and want to be an encouragement to you as you begin this new venture.

When I visit your school site each week, I will leave a copy of my observation/evaluation for you to read through. Please feel free to discuss any questions or concerns with me. If you have anything you would like to speak to me about when I come to visit your classroom, please let me know by leaving a note on your Notebook where I will see it or by emailing me. If you are going to be absent, or if there is an emergency, please notify me as soon as possible.

The following items must be kept in the classroom in a consistent place for me to review each week when I visit:

- Weekly Lesson Plan Book – Use a highlighter to indicate the lessons you will be conducting or the activities you will lead.

- Unit Plan(s) and Daily Lesson Plans – Use the model in your handbook (the one you used in curriculum class). Make sure your master teacher, prior to my review, has approved all plans. All plans must be up-to-date and thorough. A copy of your thematic unit must be submitted to me a week prior to your teaching it. The TPE evaluations must be done twice in each phase (four times total) and signed by the Master Teacher.

- Daily Journal – This needs to be written daily. Your journal serves as both a diagnostic assessment and a reflective chronicle of your teaching experience. Record your successes and your challenges, as well as the methods you think might work to improve the learning environment. This may be emailed to me on a daily basis. Please note Subject Specific Elements as you accomplish them.

Please arrange the above items in one large binder. Label and separate these items as follows:
1. Daily Lesson Plans with handouts
2. Master Teacher Evaluations
3. Supervisor Evaluations
4. Daily Journal (This may be kept in a separate notebook).
5. Unit plan
6. Classroom Management Plan

Note: Your lesson plan book, though separate, should be kept with your binder

Please do not hesitate to contact me with any questions or concerns. I look forward to getting to know you and working with you.

Sincerely,

________________________________  Home Phone (          )_________________________
Student Teacher Supervisor  Email: ________________________@simpsonu.edu

Revised April 13, 2015
Name:        Date:        Subject
Content Area:        Grade level

CCSS/ Academic Content Standards:
Essential Questions(s):
Academic Learning Goals of the Lesson: TSW…..
   Cognitive: (head)
   Psychomotor: (hands)
   Affective: (heart)

Language Goal:

Assessment(s)
   How will you know you reached your goals?  How do you know the students learned what you wanted them to learn?
   Informal
   Formal

Remember the other areas you need to think through:
   How you will communicate the goals to the students, how you will monitor student learning, what evidence you will collect that shows how students have made progress toward the academic learning goals, how students will be grouped, and your list of materials.

<table>
<thead>
<tr>
<th>Instruction Plan and Teaching Strategies (What teacher will do step by step)</th>
<th>Student Activities (What students will be doing)</th>
<th>Rationale or Learning Theory (Why you will use this activity or strategy)</th>
<th>Adaptations for Focus Students (Choose a specific need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Sequence beginning with Anticipatory set</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure: “This is what we learned.” (performance, sharing, activity, etc.)</td>
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</tbody>
</table>

Enrichment/Bridge/Homework (if applicable):

What strategies will you use for English Language Learners?

What subject-specific pedagogy was employed?

What technology was employed?

Revised April 13, 2015
Teacher Performance Expectations (TPEs)

This page is to be used for lessons that are observed by your Master Teacher or University Supervisor. After teaching your lesson, use the TPE’s as discussion topics. Highlight or circle TPEs met for this lesson. Briefly indicate how TPE was (or will be) met.

- Making subject matter comprehensible to students

  1: Specific Pedagogical Skills for Subject Matter Instruction

  1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
  - Teaching English-Language Arts in Multiple Subject Assignment
  - Teaching Mathematics in a Multiple Subject Assignment
  - Teaching Science in a Multiple Subject Assignment
  - Teaching History-Social Science in a Multiple Subject Assignment
  
  i.e., math 4

  1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
  See Subject Specific Elements
  i.e., science 3

- Assessing Student Learning

  2: Monitoring Student Learning During Instruction

  3: Interpretation and Use of Assessments

- Engaging and Supporting Students in Learning

  4: Making Content Accessible

  5: Student Engagement

  6: Developmentally Appropriate Teaching Practices
  - 6A: Developmentally Appropriate Practices in Grades K-3
  - 6B: Developmentally Appropriate Practices in Grades 4-8
  - 6C: Developmentally Appropriate Practices in Grades 9-12

Revised April 13, 2015
1. Planning Instruction and Designing Learning Experiences for Students

2. Learning About Students

3. Instruction Planning (based upon what you learned/know about students)

4. Creating and Maintaining Effective Environments for Student Learning

5. Instructional Time (pacing, appropriate amount of time given to complete tasks?)

6. Social Environment (behaviors, procedures, transitions, “safe climate”)
<table>
<thead>
<tr>
<th>School Policies:</th>
<th>Classroom Issues:</th>
<th>Affective Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>emergency procedures-fire drill, intruder on campus, earthquake drill</td>
<td>classroom discipline plan</td>
<td>the need for flexibility</td>
</tr>
<tr>
<td>attendance records</td>
<td>homework policy</td>
<td>the need for a sense of humor</td>
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<tr>
<td>independent study policy</td>
<td>late work policy</td>
<td>the need to keep a positive attitude</td>
</tr>
<tr>
<td>cafeteria issues: recording hot lunch purchases, class seating assignment, etc.</td>
<td>effective use of lesson plan book</td>
<td>the need to establish a sense of fair play in the classroom</td>
</tr>
<tr>
<td>recess issues: student behavior expectations, duty schedules, rainy day alternatives</td>
<td>effective use of both student and teacher edition text books</td>
<td>the need to develop mutual respect with students, parents, and staff</td>
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<tr>
<td>teacher parking/ faculty rest rooms</td>
<td>curriculum overview/grade level standards</td>
<td>the need to connect with students verbally as well as nonverbally: realize the power of positive words and notes as well as that of a smile, or eye contact.</td>
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<tr>
<td>dismissal routine for bus riders, walkers, and parent pick ups</td>
<td>time management and organization</td>
<td></td>
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<tr>
<td>visitor on campus policy</td>
<td>student concerns: group dynamics, special needs students, student medical and/or behavioral issues</td>
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<tr>
<td>policy on releasing students to adults other than parents</td>
<td>how to prepare for a substitute teacher</td>
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<tr>
<td>operating procedures for office equipment, copy machines, etc.</td>
<td>sponge activities</td>
<td></td>
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<tr>
<td>school policy on office equipment use</td>
<td>record keeping including: grade books, anecdotal assessment, progress reports, cum folder notations, graduation requirements</td>
<td></td>
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<tr>
<td>dress code for faculty and students</td>
<td>student study team policy</td>
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<tr>
<td>faculty meetings</td>
<td>writing on the board</td>
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<td></td>
<td>addressing parent concerns</td>
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<td></td>
<td>active reflection on teaching to hone best practices. Assess student learning and provide direction for future instruction</td>
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<td></td>
<td>use of technology</td>
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</tbody>
</table>
APPLYING FOR CREDENTIAL

✓ APPLICATION CHECKLIST:

☐ Name: ___________________________ ID#: ___________________________
Date: ___________________________ Social Security #: ___________________________
Phone #: ___________________________ Date of Birth: ___________________________

☐ Scheduled appointment to apply for credential:
Call ahead to make sure all your necessary paperwork is ready and complete before your appointment with
the Credential Analyst 530- 226-4942

☐ Completed credential application form 41-4 (CA Commission on Teacher Credentialing)

☐ Type of credential ___________________________

☐ Completed Student Teaching Notebook Evaluation

☐ Certificate of Clearance; or Current/Past Credential

☐ CBEST or CSET Test IV along with the passage of CSET Test I, II, III for a Multiple Subject Credential

☐ CSET test results or Subject Matter Verification Letter

☐ RICA test results if applying for Multiple Subject Credential

☐ Transcripts:(Date Ordered) __________ Degree: __________ U.S. Constitution: __________

☐ Passage of: TPA 1 ______ TPA 2 ______ TPA 3 ______ TPA 4 ______

☐ Valid CPR card (covering infants, children, and adults)

☐ If applicable, verification of prior teaching experience – Form CL-760

☐ Placement File

☐ Email Address ___________________________

☐ Credit/Debit Card - $72.00 for online application fees

NOTE: All the items listed above must be available to complete the application process. If any of the items
will not be available at the time of your appointment, please contact the Credential Analyst to
reschedule.
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Simpson University
School of Education
Subject Specific Elements for Single Subjects

Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards during investigations and experiments
2. Emphasizes the importance of accuracy, precision and estimation
3. Demonstrates multiple ways to record scientific data, including use of mathematical symbols
4. Balances the focus of instruction between science information, concepts and principles
5. Instructs on ethical care of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal
7. Demonstrates sensitivity to students’ cultural and ethnic backgrounds in designing science instruction

History-Social Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines an maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, projects, debate and student research
5. Helps students relate History-Social Science content to current and future issues
6. Structures instruction to help students recognize prejudice and stereotypes
7. Creates environment that supports discussion of multiple viewpoints and sensitive issues

Art
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Balance instruction between gathering information, developing skills and technique, and the expression of ideas in written and visual form
3. Creates safe environment that allows students to take risks and approach aesthetic problems in multiple ways
4. Encourages student creativity, flexibility and persistence in solving artistic problems
5. Establishes and monitors procedures for the safe care, use and storage of art equipment and materials
6. Helps students to understand the historical contributions and cultural dimensions of art
7. Guides students to make informed critical judgements about the quality and success of artwork
8. Provides information about careers in art

Music
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Models highly developed aural musicianship and analytical skills
3. Teaches music theory and analysis to include transcription of musical excerpts, error detection, analysis of form, style, and compositional devices, harmonic cadences and progressions
4. Teaches students to read and notate music, understand the techniques of orchestration and develop ability in transposition
5. Uses movement to demonstrate rhythm and expressive nuances of music
6. Uses wide knowledge of Western and non-Western works in instruction
7. Uses various strategies for sequencing, planning, assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics
8. Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion
9. Enables students to understand aesthetic value of music and teach them to respond to, analyze, and critique performances and works of music
10. Helps students to understand the role of musicians, composers and general instruments in diverse cultures and historical periods

Physical Education
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Balances the focus of instruction among information, concepts and skill development to provide students with a foundation for developing healthy and active lifestyles
3. Provides a curriculum designed that is accessible by all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative and fitness activities, and that meet the developmental needs of students, those with disabilities, low skill, and high performers
4. Demonstrates the need to motivate students to reflect and solve problems to minimize barriers to physical activity participation throughout life
5. Understands procedures for creating a safe class environment for productive participation, care, use and storage of equipment and materials, organizing and monitoring activities, and monitoring facilities

Health Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the health educator within a Coordinated School Health Program (CSHP)
3. Demonstrates ability to differentiate between health education practices grounded in research and those that are not
4. Demonstrates awareness of collaboration opportunities among health educators in all settings, including school and community professions
5. Demonstrates effective communication and advocacy skills as they relate to personal, family and community health and health education needs

Agriculture
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Shows willingness, aptitude, knowledge and skill to work with master teacher(s) to develop programs of instruction regarding animal science, plant and soil science, ornamental horticulture, agricultural business management, environmental science and natural resource management, and agricultural systems management
3. Uses appropriate content and pedagogically sound explanations, demonstrations and laboratory/class activities
4. Encourages students to pursue agricultural interests, especially students from underrepresented groups in agricultural careers
5. Teaches ethical care and handling of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal

Business Education
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to solve real world business problems that include: decision-making involving application of legal and ethical principles, quantitative and qualitative analysis, application of accounting concepts and principles, and financial analysis
3. Demonstrates ability to apply principles and procedures related to applications, networking systems, basic concepts of programming and systems development, and the ethical use of information technology in business situations
4. Assists students in a variety of procedures to address individual career development
5. Provides students with ample opportunity to develop their own employment and entrepreneurial skills
6. Provides students with the knowledge of technology, reading, writing, mathematics, speaking and active listening skills in a variety of business situations

Revised April 13, 2015
Home Economics
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Demonstrates knowledge of employing the principles and practices of Consumer and Family Studies (CFS), Home Economics Related Occupations (HERO), and Future Homemakers of America (FHA) for developing interpersonal, leadership, citizenship and career skills.
3. Teaches students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected from the eight content areas of CSF.
4. Works closely with industry partners and plans authentic learning experiences to prepare students for entry-level careers or advanced training and education.
5. Helps students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate creative and critical thinking skills.
6. Uses assessments, provides feedback, assists students in achieving the standards and uses evidence of student learning to improve the program.

Industrial Technology
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Provides students with an understanding of the nature of technology its core technological concepts.
3. Leads students in the use of the use of the design process as a problem-solving model.
4. Design and utilizes problems, exercises and projects that require the application of core knowledge, to include but not limited to: science, mathematics, economics, social science and data analysis.
5. Teaches students how to work and behave in a safe manner while also modeling safety in the laboratory.
6. Prepares students to use all types of tools safely, correctly and effectively.

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Teaches logical connections across major concepts of the state-adopted K-12 academic content standards. (Grades 7-12)
3. Enables students to apply learned skills to increasingly novel and complex problems.
4. Demonstrates and teaches multiple solutions strategies for broad categories of problems.
5. Anticipates, recognizes and clarifies mathematical misunderstandings that are common among Grade 7-12 students.
6. Design, facilitate and assess performance tasks for math through open ended questions, investigations and projects.

English
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Differentiates instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-dominant varieties of English, and students with disabilities.
3. Assesses student progress both formally and informally to inform and plan instruction that advances the learning of all students.
5. Plan, design, and implement instruction:
6. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
7. Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
8. Purposes and characteristics of the major genres of literature.
9. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
10. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.

World Languages – LOTE
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing.
3. Demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels.
4. Use appropriate and varied language with accuracy and fluency.
5. Know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students; and teach to prepare to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students’ insights into the nature of language.
6. Demonstrate use of technology to support and enhance instruction.
Subject Specific Elements for Multiple Subjects

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to understand basic mathematical computations, concepts, and symbols and apply learned skills to increasingly novel and complex problems
3. Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
4. Provides a secure environment for taking intellectual risks and approaching problems in multiple ways
5. Fosters positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
6. Helps students understand different mathematical topics and make connections among them.

Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates specific teaching strategies that support state-adopted academic content standard K-8
3. Emphasizes the importance of accuracy, precision and estimation
4. Provides explanations, demonstrations, and class activities that serve to illustrate science concepts and principles, scientific investigation, and experimentation.
5. Balances the focus of instruction between science information, concepts and investigations

Language Arts- RICA Domains
1. Planning, organizing and managing reading instructions
2. Word analysis
3. Fluency
4. Vocabulary, academic language and background knowledge
5. Comprehension

History-Social Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines and maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
5. Teaches students how social science concepts and themes provide insights into historical periods and cultures

Revised April 13, 2015
MASTER TEACHER SECTION
MASTER TEACHER RESPONSIBILITIES (Overview)
Master Teachers are vital in the development of the new Student Teacher. The professional feedback that one provides helps coach the student teacher to grow in professional wisdom and judgment. Simpson University Master Teachers are informed of their role and responsibilities at an orientation meeting and reception. Further orientation is provided by each respective University Supervisor and this Handbook.

ASSISTANCE TO STUDENT TEACHERS
1) Provide regular feedback and guidance to the Student Teacher regarding teaching techniques, curriculum development, assessment techniques, classroom management procedures, and related instructional matters. This will include a formal written observation at least once per week using the Classroom Observation Guide. The goal is for Student Teachers to demonstrate experience in all of the TPEs over the 15 weeks of student teaching.
2) Student Teacher must present lesson plans to his/her Master Teacher for approval before teaching all planned lessons. The lesson plan format provided in this handbook should be used for all lessons taught by the Student Teacher. Please initial the plans, so the supervisor will know that you have checked them. The Student Teacher’s notebook will include all lessons taught by the Student Teacher.
3) Meet regularly/weekly with the Student Teacher for planning purposes and to provide coaching.
4) Provide assistance in the area of non-teaching responsibilities including parent conferences, yard duty, and student activities.
5) Support process of procuring video-taping release forms for TPA 4. Note: the school and student information is confidential.

SCHEDULING OF EXPERIENCES
The Master Teacher will work with the Student Teacher and University Supervisor to schedule teaching experiences for the Student Teacher in general accord with the timeline for student teaching, including:
1) Assisting the Student Teacher in planning by completing the Schedule for Student Teacher Increased Responsibilities and activities for demonstration of competencies required on the Student Teacher Evaluation form. This should be done in consultation with the University Supervisor.
2) Monitor and adjust the student teaching responsibilities in accordance with the Student Teacher’s progress.

EVALUATION
The Master Teacher will provide formative and summative evaluation of the Student Teacher by:
1) Critiquing student lesson plans and providing feedback during implementation of these plans using copies of the Classroom Observation Guide. All lesson plans developed by the Student Teacher are to be shared in writing with the Master Teacher prior to teaching.
2) Completing the Student Teacher Final Evaluation form as competencies are demonstrated.
3) Completing the summative comments on the Student Teacher Final Evaluation form.
4) Completing a Letter of Recommendation to be included in the Student Teacher’s placement file. The University Supervisor will provide forms and self-addressed envelope for recommendations for the letter.
In addition, Master Teachers will be asked for feedback on our program by completing the Evaluation of the Student Teacher Program form.

CLASSROOM OBSERVATION GUIDE BY MASTER TEACHER

<table>
<thead>
<tr>
<th>STUDENT TEACHER:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVER:</td>
<td>CLASS:</td>
</tr>
</tbody>
</table>

**A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

<table>
<thead>
<tr>
<th>TPE 1: SUBJECT-SPECIFIC PEDAGOGICAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Demonstrating knowledge of subject matter.</td>
</tr>
<tr>
<td>A2 Organizing curriculum to support understanding.</td>
</tr>
<tr>
<td>A3 Integrating ideas and information across subject areas.</td>
</tr>
<tr>
<td>A4 Developing understanding through instructional strategies.</td>
</tr>
<tr>
<td>Note Subject Specific Elements as they are accomplished.</td>
</tr>
<tr>
<td>• Teaching English-Language Arts in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>• Teaching Mathematics in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>• Teaching Science in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>• Teaching History-Social Science in Multiple Subject Assignment</td>
</tr>
<tr>
<td>Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
</tr>
<tr>
<td>A5 Using materials, resources, and technologies to make subject matter accessible to students.</td>
</tr>
</tbody>
</table>

**B. ASSESSING STUDENT LEARNING**

<table>
<thead>
<tr>
<th>TPE 2: MONITORING STUDENT LEARNING DURING INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 3: INTERPRETATION AND USE OF ASSESSMENTS</td>
</tr>
<tr>
<td>B1 Establishing learning goals for all students.</td>
</tr>
<tr>
<td>B2 Collecting and using multiple sources of information to assess student learning.</td>
</tr>
<tr>
<td>B3 Involving and guiding students in assessing their own learning.</td>
</tr>
<tr>
<td>B4 Using the results of assessments to guide instruction.</td>
</tr>
<tr>
<td>B5 Communicating with students, families, and other audiences about student progress.</td>
</tr>
</tbody>
</table>

**C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

<table>
<thead>
<tr>
<th>TPE 4: MAKING CONTENT ACCESSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 5: STUDENT ENGAGEMENT</td>
</tr>
<tr>
<td>TPE 6: DEVELOPMENTALLY APPROPRIATE PRACTICES</td>
</tr>
<tr>
<td>TPE 7: TEACHING ENGLISH LEARNERS</td>
</tr>
<tr>
<td>C1 Connecting student’s prior knowledge, life experiences, and interests with learning.</td>
</tr>
<tr>
<td>C2 Using a variety of instructional strategies &amp; resources to respond to diverse needs.</td>
</tr>
<tr>
<td>C3 Facilitating learning experiences that promote autonomy, interaction, and choice</td>
</tr>
<tr>
<td>C4 Teaching subject matter, problem solving, critical thinking, and skills in meaningful activities.</td>
</tr>
<tr>
<td>C5 Promoting self-directed, reflective learning for all students.</td>
</tr>
</tbody>
</table>

**D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

| TPE 8: LEARNING ABOUT STUDENTS |
| TPE 9: INSTRUCTIONAL PLANNING |
| D.1 Drawing on and valuing student’s background, interests, and developmental learning needs. |
| D2 Establishing and articulating goals for student learning. |
| D3 Developing and sequencing instructional activities and materials for student learning. |
| D4 Designing long and short term plans to support student learning. |
| D5 Modifying instructional plans to adjust for student needs. |

**E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

| TPE 10: INSTRUCTIONAL TIME |
| TPE 11: SOCIAL ENVIRONMENT |
| E1 Organizing the physical environment. |
| E2 Planning and implementing classroom procedures and routines that support learning. |
| E3 Establishing a climate of fairness and respect. |
| E4 Promoting a social development and responsibility in independent and group learning. |
| E5 Establishing and maintaining standards for student behavior. |
| E6 Using instructional time effectively. |

**F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

<p>| TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS |
| TPE 13: PROFESSIONAL GROWTH |
| F1 Reflecting on teaching and learning. |
| F2 Engaging families in student learning. |
| F3 Utilizing community resources to support student learning including consulting and collaborating with Education Specialist regarding practices for inclusion. |
| F4 Pursuing opportunities to contribute and grow professionally. |
| F5 Balancing professional responsibilities. |
| F6 Working cooperatively with other faculty and staff. |</p>
<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Grade: _____</th>
<th>School: ________________</th>
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<table>
<thead>
<tr>
<th>Dates</th>
<th>Subject Matter, Lessons, and Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<td><strong>Week 2:</strong></td>
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<td><strong>Week 3:</strong></td>
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<td><strong>Week 4:</strong></td>
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<td><strong>Week 5:</strong></td>
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<td><strong>Week 6:</strong></td>
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<td><strong>Week 7:</strong></td>
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<tr>
<td><strong>Week 8:</strong></td>
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</table>

Initials:

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Master Teacher</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
<td>______________</td>
<td>__________</td>
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</tbody>
</table>

Revised April 13, 2015
The California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional progress of the teacher’s practice toward their own professional goals.

Check the box indicating the level of performance.

<table>
<thead>
<tr>
<th>Category A Making Subject Matter Comprehensible to Students</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.</td>
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</tr>
</tbody>
</table>

**TPE 1 Subject Specific Pedagogical Skills**

- Demonstrates knowledge of subject matter
- Organizes curriculum to support student understanding of subject matter
- Integrates ideas and information within and across subject areas
- Develops student understanding of subject matter through instructional strategies (Refer to Subject Specific Elements)

TPE 1A:

- Teaching English – Language Arts in a Multiple Subject Assignment
- Teaching Mathematics in a Multiple Subject Assignment
- Teaching Science in a Multiple Subject Assignment
- Teaching History-Social Science in a Multiple Subject Assignment

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- Uses materials, resources, and technologies to make subject matter accessible

Specific Strengths:

Suggestions for Improvement:
## Category B: Assessing Student Learning

<table>
<thead>
<tr>
<th></th>
<th><strong>Beginning</strong></th>
<th><strong>Emerging (Middle)</strong></th>
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</tr>
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<tbody>
<tr>
<td><strong>TPE 2 Monitor Student Learning During Instruction</strong></td>
<td>The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.</td>
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<td><strong>TPE 3 Interpretation and Use of Assessments</strong></td>
<td>Establishes learning goals for all students</td>
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<tr>
<td></td>
<td>Collects and uses multiple sources of information to assess student learning</td>
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<td>Involves and guides students in assessing their own learning</td>
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### Specific Strengths:

### Suggestions for Improvement:
### SIMPSON UNIVERSITY SCHOOL OF EDUCATION

### STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>CATEGORY C</th>
<th>Engaging and Supporting Students In Learning</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**TPE 4 Making Content Accessible**

**TPE 5 Student Engagement**

**TPE 6 Developmentally Appropriate Practices**
- TPE 6A: Grades K-3
- TPE 6B: Grades 4-8
- TPE 6C: Grades 9-12

**TPE 7 Teaching English Learners**
- Connects students’ prior knowledge, life experiences, and interests with learning.
- Uses a variety of instructional strategies and resources to respond to students’ diverse needs.
- Facilitates learning experiences that promote autonomy, interaction, and choice.
- Teaches subject matter, problem solving, critical thinking, and skills in meaningful activities.
- Promotes self-directed, reflective learning for all students.

**Strengths:**

**Suggestions for Improvement:**

Revised April 13, 2015
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>CATEGORY D Planning Instruction and Designing Learning Experiences for all Students</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

TPE 8 Learning about Students
TPE 9 Instructional Planning

| Draws on and values student’s background, interests, and developmental learning needs | | | | |
| Establishes and articulates goals for student learning. | | | | |
| Develops and sequences instructional activities and materials for student learning | | | | |
| Designs long and short term plans to support student learning. | | | | |
| Modifies instructional plans to adjust for student needs. | | | | |

Specific Strengths:

Suggestions for Improvement:

Revised April 13, 2015
## Student Teacher Evaluation

### Category E: Creating and Maintaining Effective Environments For Student Learning

<table>
<thead>
<tr>
<th>TPE 10 Instructional Time</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 11 Social Environment</td>
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<tr>
<td>Organizes the physical environment</td>
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<tr>
<td>Plans and implements classroom procedures and routines that support student learning</td>
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<td>Establishes a climate of fairness and respect</td>
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<tr>
<td>Promotes social development and responsibility in independent and group learning</td>
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</tr>
<tr>
<td>Establishes and maintains standards for student behavior</td>
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<tr>
<td>Uses instructional time effectively</td>
<td></td>
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</tbody>
</table>

**Specific Strengths:**

**Suggestions for Improvement:**
### CATEGORY F
Developing as a Professional Educator

<table>
<thead>
<tr>
<th>TPE 12 Professional, Legal, and Ethical Obligations</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 13 Professional Growth</td>
</tr>
<tr>
<td>Reflects on teaching and learning</td>
</tr>
<tr>
<td>Engages families in student learning</td>
</tr>
<tr>
<td>Utilizes community resources to support student learning including consulting with Education Specialists regarding practices for inclusion</td>
</tr>
<tr>
<td>Pursues opportunities to contribute and grow professionally</td>
</tr>
<tr>
<td>Works cooperatively with other faculty and staff</td>
</tr>
<tr>
<td>Balances professional responsibilities</td>
</tr>
</tbody>
</table>

**Beginning**
The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.

**Emerging (Middle)**
The Student Teacher demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.

**Proficient (High)**
The Student Teacher clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.

**Not Observed**

Specific Strengths:

Suggestions for Improvement:
LETTER OF RECOMMENDATION

Your letters of recommendation will be some of the first documents reviewed by prospective districts/principals when our student teachers apply for employment. Below are some suggestions to consider when producing such letters:

- Be sincere and truthful in your descriptions of the characteristics and abilities of the Student Teacher. Be conscious not to over-inflate or under-inflate the person’s characteristics and abilities.

- Consider addressing the following areas as appropriate: Classroom rapport, feeling tone, student relationships; classroom management performance; ability to address the content standards through lesson/unit planning, teaching strategies employed and assessment strategies utilized; organizational skills and professional habits; ability and willingness to fit into a school culture; ability to work with others.

- Recognize that oftentimes a principal will look for what is not stated in a letter as well as what is stated by the recommending party.

- One page is best, but certainly not more than two pages.

- Letters of recommendation should be on letterhead stationery.

- Contain an original signature
EVALUATION OF THE STUDENT TEACHING PROGRAM

Please rate the Simpson University Student Teaching Program using the following scale:

<table>
<thead>
<tr>
<th>5–Highly Commendable</th>
<th>4–Commendable</th>
<th>3–Adequate</th>
<th>2–Somewhat Deficient</th>
<th>1–Deficient</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PROGRAM CRITERIA</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teachers are prepared with a pre-service understanding of pupil growth and development appropriate for K-3, 4-8, 9-12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teachers are familiar with a pre-service knowledge of teaching strategies/techniques (collaborative learning, inquiry, realia, direct instruction, use of technology, assessments, and feedback).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teachers are familiar with a pre-service knowledge of classroom management techniques (proximity preparation for teaching, relationship building).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teachers are prepared with a pre-service knowledge of curricular scope and sequence (i.e., state content standards, Lesson Plan form).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teachers conduct themselves in accord with pre-service professional behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master Teachers are oriented to the program’s requirements through the Master Teacher Orientation, Handbook, and/or University Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simpson University provides regular supervision and feedback for Student Teachers through regular observations, usually weekly.</td>
<td></td>
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</tr>
</tbody>
</table>

**During student teaching, Master Teachers were oriented to responsibilities to:**

- demonstrate subject specific pedagogy; reviews curriculum guides.
- demonstrate strategies for serving ELs and students with special needs and health related issues.
- give regular feedback to student teacher and weekly written feedback.
- apprise student teacher of progress toward weekly increased responsibilities.
- complete and sign forms (EL Verification, TPE analysis of lesson plan, Student Teacher Evaluation, Evaluation of Student Teacher program, letter of recommendation).
- assist in the use of classroom technology.

Additional Comments:

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SIMPSON UNIVERSITY SCHOOL OF EDUCATION

MASTER TEACHER CONFERENCE QUESTIONS

Master Teachers and Supervisors are used to giving suggestions and advice to Student Teachers about their teaching. In the Cognitive Coaching Model, however, it has been found that the more responsibility given to Student Teachers for their own learning, the more likely they are to carry what they have learned into the “real world” of teaching. These pre-conference and post-conference questions may assist the Master Teacher to become a “facilitator” rather than the “sage” when mentoring the Student Teacher. The actual questions are meant to be guides in this process. Please have a conference at least two times in which these questions are used to discuss the planning, implementing and reflection of a lesson taught by the Student Teacher.

<table>
<thead>
<tr>
<th>Conferencing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-observation Planning Conference</strong></td>
</tr>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>Behavior Expectations</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>Sequence</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Concerns</td>
</tr>
<tr>
<td>Observation</td>
</tr>
</tbody>
</table>

| **Post-observation Reflection and Analysis Conference** |
| Goals | How effective were you in accomplishing the goals of the lesson? |
| Student Behavior | What evidence from the lesson supports your recollection about the goals? |
| Teacher Behavior | What were the most effective aspects of the lesson? What were the most challenging aspects of the lesson? |
| Student Understanding | How did the actual lesson compare to the lesson plan? What changes did you make? Why? How did the changes impact the lesson? |
| Assessment | What was the formal and informal evidence of student understanding? |

| **Post-observation Synthesis and Application Conference** |
| Modification | What would you do differently next time? |
| Evaluation | What was the most valuable aspect of this conference? |

Revised April 13, 2015
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

OVERVIEW OF THE RICA (READING INSTRUCTION COMPETENCY ASSESSMENT)

As a Master Teacher for a California-trained candidate for the Multiple Subject Teaching Credential you will assist the candidate in practicing the knowledge and skills important for the provision of effective reading instruction to students. Candidates must pass the RICA test in order to qualify for a Preliminary Teaching Credential for Multiple Subjects.

We appreciate your modeling of effective teaching strategies in literacy and guiding the student teacher in practicing their skills for effective instruction in reading.

California has made a major commitment to improving students' reading skills and performance. The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that

- is based on the results of ongoing assessment;
- reflects knowledge of state and local reading standards for different grade levels;
- represents a balanced, comprehensive reading curriculum;
- is sensitive to the needs of all students.

Candidates must have knowledge in five Domains. The set of teacher knowledge and skills described in the RICA Content Specifications and reflected in the RICA is organized into the following five domains:

- **Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment**
  - COMPETENCY 1: Understand how to plan, organize, and manage standards-based reading instruction.
  - COMPETENCY 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

- **Domain 2: Word Analysis**
  - COMPETENCY 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.
  - COMPETENCY 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.
  - COMPETENCY 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.
  - COMPETENCY 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.
  - COMPETENCY 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

- **Domain 3: Fluency**
  - COMPETENCY 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.
  - COMPETENCY 9: Understand how to promote students' fluency development.

- **Domain 4: Vocabulary, Academic Language and Background Knowledge**
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

- COMPETENCY 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

- COMPETENCY 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

- Domain 5: Comprehension

- COMPETENCY 12: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

- COMPETENCY 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

- COMPETENCY 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

- COMPETENCY 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Subject Specific Elements for Single Subjects

Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards during investigations and experiments
2. Emphasizes the importance of accuracy, precision and estimation
3. Demonstrates multiple ways to record scientific data, including use of mathematical symbols
4. Balances the focus of instruction between science information, concepts and principles
5. Instructs on ethical care of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal
7. Demonstrates sensitivity to students’ cultural and ethnic backgrounds in designing science instruction

History-Social Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines an maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, projects, debate and student research
5. Helps students relate History-Social Science content to current and future issues
6. Structures instruction to help students recognize prejudice and stereotypes
7. Creates environment that supports discussion of multiple viewpoints and sensitive issues

Art
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Balance instruction between gathering information, developing skills and technique, and the expression of ideas in written and visual form
3. Creates safe environment that allows students to take risks and approach aesthetic problems in multiple ways
4. Encourages student creativity, flexibility and persistence in solving artistic problems
5. Establishes and monitors procedures for the safe care, use and storage of art equipment and materials
6. Helps students to understand the historical contributions and cultural dimensions of art
7. Guides students to make informed critical judgements about the quality and success of artwork
8. Provides information about careers in art

Music
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Models highly developed aural musicianship and analytical skills
3. Teaches music theory and analysis to include transcription of musical excerpts, error detection, analysis of form, style, and compositional devices, harmonic cadences and progressions
4. Teaches students to read and notate music, understand the techniques of orchestration and develop ability in transposition
5. Uses movement to demonstrate rhythm and expressive nuances of music
6. Uses wide knowledge of Western and non-Western works in instruction
7. Uses various strategies for sequencing, planning, assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics
8. Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion
9. Enables students to understand aesthetic value of music and teach them to respond to, analyze, and critique performances and works of music
10. Helps students to understand the role of musicians, composers and general instruments in diverse cultures and historical periods

Health Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the health educator within a Coordinated School Health Program (CSHP)
3. Demonstrates ability to differentiate between health education practices grounded in research and those that are not
4. Demonstrates awareness of collaboration opportunities among health educators in all settings, including school and community professions
5. Demonstrates effective communication and advocacy skills as they relate to personal, family and community health and health education needs

Agriculture
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Shows willingness, aptitude, knowledge and skill to work with master teacher(s) to develop programs of instruction regarding animal science, plant and soil science, ornamental horticulture, agricultural business management, environmental science and natural resource management, and agricultural systems management
3. Uses appropriate content and pedagogically sound explanations, demonstrations and laboratory/class activities
4. Encourages students to pursue agricultural interests, especially students from underrepresented groups in agricultural careers
5. Teaches ethical care and handling of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal

Business Education
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to solve real world business problems that include: decision-making involving application of legal and ethical principles, quantitative and qualitative analysis, application of accounting concepts and principles, and financial analysis
3. Demonstrates ability to apply principles and procedures related to applications, networking systems, basic concepts of programming and systems development, and the ethical use of information technology in business situations
4. Assists students in a variety of procedures to address individual career development
5. Provides students with ample opportunity to develop their own employment and entrepreneurial skills
6. Provides students with the knowledge of technology, reading, writing, mathematics, speaking and active listening skills in a variety of business situations

Physical Education

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SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Home Economics
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Demonstrates knowledge of employing the principles and practices of Consumer and Family Studies (CFS), Home Economics Related Occupations (HERO), and Future Homemakers of America (FHA) for developing interpersonal, leadership, citizenship and career skills.
3. Teaches students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected from the eight content areas of CFS.
4. Works closely with industry partners and plans authentic learning experiences to prepare students for entry-level careers or advanced training and education.
5. Helps students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate creative and critical thinking skills.
6. Uses assessments, provides feedback, assists students in achieving the standards and uses evidence of student learning to improve the program.

Industrial Technology
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Provides students with an understanding of the nature of technology its core technological concepts.
3. Leads students in the use of the design process as a problem-solving model.
4. Design and utilizes problems, exercises and projects that require the application of core knowledge, to include but not limited to: science, mathematics, economics, social science and data analysis.
5. Teaches students how to work and behave in a safe manner while also modeling safety in the laboratory.
6. Prepares students to use all types of tools safely, correctly and effectively.

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Teaches logical connections across major concepts of the state-adopted K-12 academic content standards. (Grades 7-12)
3. Enables students to apply learned skills to increasingly novel and complex problems.
4. Demonstrates and teaches multiple solutions strategies for broad categories of problems.
5. Anticipates, recognizes and clarifies mathematical misunderstandings that are common among Grade 7-12 students.
6. Design, facilitate and assess performance tasks for math through open ended questions, investigations and projects.

English
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Differentiates instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-dominant varieties of English, and students with disabilities.
3. Assesses student progress both formally and informally to inform and plan instruction that advances the learning of all students.
4. Connect reading, writing, and oral language processes in an integrated fashion.
5. Plan, design, and implement instruction:
6. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
7. Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
8. Purposes and characteristics of the major genres of literature.
9. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
10. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
11. Academic language development emphasizing discourse that leads to the production of complex texts.
12. Incorporation of technology into language arts as a tool for conducting research.

World Languages – LOTE
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing.
3. Demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels.
4. Use appropriate and varied language with accuracy and fluency.
5. Know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students; and
6. Prepare to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students’ insights into the nature of language.
7. Demonstrate use of technology to support and enhance instruction.

13. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
14. Instruction in speaking applications including grade-level genres and their characteristics.

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SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Simpson University
School of Education
Subject Specific Elements for Multiple Subjects

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to understand basic mathematical computations, concepts, and symbols and apply learned skills to increasingly novel and complex problems
3. Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
4. Provides a secure environment for taking intellectual risks and approaching problems in multiple ways
5. Fosters positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
6. Helps students understand different mathematical topics and make connections among them.

Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates specific teaching strategies that support state-adopted academic content standard K-8
3. Emphasizes the importance of accuracy, precision and estimation
4. Provides explanations, demonstrations, and class activities that serve to illustrate science concepts and principles, scientific investigation, and experimentation.
5. Balances the focus of instruction between science information, concepts and investigations.

Language Arts- RICA Domains
1. Planning, organizing and managing reading instructions
2. Word analysis
3. Fluency
4. Vocabulary, academic language and background knowledge
5. Comprehension

History-Social Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines an maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
5.Teaches students how social science concepts and themes provide insights into historical periods and cultures

Revised April 13, 2015
University Supervisor Section
UNIVERSITY SUPERVISOR RESPONSIBILITIES (Overview)

The University Supervisor is the link between Simpson University and the Student Teacher experience. Regularly monitor the student teacher placement and the student teacher’s progress. Be sure to work closely with the Master Teacher to provide the necessary coaching and support for the student teacher to grow in the profession. Provide copies of all observation documents or other materials related to the student teaching experience. The University Supervisor is the first level of communication between the Student Teacher, the master teacher and the school administration. The University Supervisor will intervene, as needed, to assure a successful experience for the classroom students, Master Teacher, and Student Teacher.

PROGRAM REQUIREMENTS

All of the appropriate courses must be completed before the candidate can advance to student teaching.

Pre-placement in Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5250</td>
<td>Technology for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 5400</td>
<td>Language Arts for Elementary</td>
<td>4</td>
</tr>
<tr>
<td>ED 5410</td>
<td>Language Arts for Secondary</td>
<td>4</td>
</tr>
<tr>
<td>ED 5420</td>
<td>Curriculum for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5430</td>
<td>Curriculum for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5460</td>
<td>Multicultural for Elementary</td>
<td>3</td>
</tr>
<tr>
<td>ED 5470</td>
<td>Multicultural for Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ED 6010</td>
<td>Psychological Applications in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5610</td>
<td>Teacher Performance Assessment 1</td>
<td>0</td>
</tr>
</tbody>
</table>

Recommendation from School of Education for advancement to student teaching:
- BST (Basic Skills Test) – CBEST or CSET Test IV for Multiple Subjects
- CSET
- TB clearance
- Fingerprint clearance
- Proof of Professional Liability Insurance (while student teaching)

Placement in Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5440</td>
<td>Student Teaching A for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5441</td>
<td>Student Teaching B for Elementary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5450</td>
<td>Student Teaching A for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5451</td>
<td>Student Teaching B for Secondary</td>
<td>5</td>
</tr>
<tr>
<td>ED 5601</td>
<td>Student Teaching Performance Dev. A</td>
<td>.5</td>
</tr>
<tr>
<td>ED 5602</td>
<td>Student Teaching Performance Dev. B</td>
<td>.5</td>
</tr>
<tr>
<td>ED 5660</td>
<td>Induction Prep Plan</td>
<td>1</td>
</tr>
<tr>
<td>ED 5620</td>
<td>Teacher Performance Assessment 2</td>
<td>0</td>
</tr>
<tr>
<td>ED 5630</td>
<td>Teacher Performance Assessment 3</td>
<td>0</td>
</tr>
<tr>
<td>ED 5640</td>
<td>Teacher Performance Assessment 4</td>
<td>0</td>
</tr>
<tr>
<td>ED 6000</td>
<td>Philosophical Foundations in Education</td>
<td>2 Credits (post ST)</td>
</tr>
</tbody>
</table>

To file for a credential
- RICA (elementary only)
- US Constitution
- CPR card to include infant, children and adults

Revised April 13, 2015
The following rubric is designed to determine a teacher candidate’s readiness to proceed to a supervised Student Teaching assignment. The rating and accompanying comments are based on the candidate’s academic performance, completion of TPA 1 (Subject Specific Pedagogy Task), and professional character development as demonstrated during coursework. Candidates must receive a holistic score of Level 2 or Level 3 to advance to Student Teaching.

*Level 1 requires the candidate to complete the components of a Corrective Action Plan approved by the Director of Student Teaching in order to receive a Student Teaching assignment.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work</td>
<td>Inconsistently or inadequately meets criteria/guidelines for assignments and/or tasks including TPAs</td>
<td>Satisfactorily meets criteria/guidelines for assignments and/or tasks including TPAs</td>
<td>Consistently excellent work on assignments and/or tasks, including TPAs</td>
</tr>
<tr>
<td>Attendance</td>
<td>Poor attendance and/or several tardies; does not call or make arrangements for missed assignments.</td>
<td>Satisfactory attendance with few or no tardies; informs instructor about missed classes.</td>
<td>Excellent attendance with few or no tardies; calls and/or arranges visits to make up missed assignments</td>
</tr>
<tr>
<td>Demonstration of Effective Pedagogy</td>
<td>Lack of preparation of lessons or demonstrations evident.</td>
<td>Demonstrates and/or prepares appropriate lessons that will probably improve with practice during student teaching.</td>
<td>Successfully prepares and/or demonstrates effective teaching strategies.</td>
</tr>
<tr>
<td>Meets Deadlines</td>
<td>Consistently turns in assignments late. Possible Incomplete(s) for course(s).</td>
<td>Turns in assignments on due dates unless there are special circumstances that have been approved by the professor.</td>
<td>Consistently turns in assignments before, or on, due dates.</td>
</tr>
<tr>
<td>Works Cooperatively with Others</td>
<td>Inconsistent or difficulty working in groups</td>
<td>Cooperative when working in groups with students and/or instructors</td>
<td>Consistently cooperative spirit</td>
</tr>
<tr>
<td>Interpersonal Relationship Skills</td>
<td>Difficulty with communication skills; focused on “self”; unable to make connections with other students</td>
<td>Appropriate communication skills; gets along with other students/instructors</td>
<td>Empathetic, strong communication skills; “connects” with students and instructors</td>
</tr>
<tr>
<td>Demonstrates teaching presence</td>
<td>Poor posture, extreme shyness</td>
<td>Appropriate posture, sufficient degree of self-confidence with understanding that this will develop with experience</td>
<td>Professionally postured, demonstrates efficacy, professional dress when visiting/teaching</td>
</tr>
<tr>
<td>Open to suggestions/coaching</td>
<td>Defensive</td>
<td>Accepts suggestions for improvement without argument</td>
<td>Accepts suggestions for improvement graciously; immediately implements changes when appropriate; may ask for clarification</td>
</tr>
<tr>
<td>Professional Character/Conduct</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Self-Confidence (Efficacy)</td>
<td>Insecure about whether or not teaching is something he/she can do; ready to give up; feedback is devastating.</td>
<td>Demonstrates an “I hope I can” attitude; is willing to try to do one’s best; some difficulty with feedback.</td>
<td>Demonstrates an “I can do this” attitude toward teaching; eager to find solutions to problems; accepts feedback as opportunity for growth.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Has little or no understanding about what candidates or children might feel.</td>
<td>Has some understanding about how other candidates/children might feel, especially toward friends.</td>
<td>Understands what other candidates/children might be struggling with and/or how they might feel in certain situations.</td>
</tr>
<tr>
<td>Respect for others</td>
<td>Little respect for others (text messaging, playing with computer, conversations during class/presentations, argumentative)</td>
<td>Generally respectful of others; able to disagree without confrontation.</td>
<td>Demonstrates high level of respect for professors, other candidates, teachers, and children i.e. listens attentively, asks relevant questions, and takes notes when appropriate.</td>
</tr>
<tr>
<td>Integrity/Honesty</td>
<td>Questionable degree of adherence to moral and ethical principles</td>
<td>Adherence to moral and ethical principles; honest</td>
<td>Consistent high degree of adherence to moral and ethical principles; soundness of moral character; honest</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Sometimes makes excuses for inability to complete work, to complete observation; prefers to have others take responsibility for accomplishing tasks/leadership roles</td>
<td>Accepts responsibility for actions. Rarely makes excuses for incomplete assignments.</td>
<td>Accepts responsibility for completing assignments in a timely manner; takes responsibility in setting up observations; accepts leadership roles when appropriate.</td>
</tr>
<tr>
<td>Compassion</td>
<td>Does not recognize others’ needs; ignores others.</td>
<td>Demonstrates compassion for others through words.</td>
<td>Demonstrates high level of compassion for other candidates or for children through words and actions; takes action to meet others’ needs.</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Difficulty getting along with others in group situations.</td>
<td>Friendly and able to get along with others.</td>
<td>Demonstrates high level of friendliness and ability to work closely with other candidates; friendly with professors on professional bases.</td>
</tr>
</tbody>
</table>
Dear Student Teacher:

Welcome to student teaching! I am looking forward to serving as your supervisor and want to be an encouragement to you as you begin this new venture.

When I visit your school site each week, I will leave a copy of my observation/evaluation for you to read through. Please feel free to discuss any questions or concerns with me. If you have anything you would like to speak to me about when I come to visit your classroom, please let me know by leaving a note on your Notebook where I will see it or by emailing me. If you are going to be absent, or if there is an emergency, please notify me as soon as possible.

The following items must be kept in the classroom in a consistent place for me to review each week when I visit:

- **Weekly Lesson Plan Book** – Use a highlighter to indicate the lessons you will be conducting or the activities you will lead.

- **Unit Plan(s) and Daily Lesson Plans** – Use the model in your handbook (the one you used in curriculum class). Make sure your master teacher, prior to my review, has approved all plans. All plans must be up-to-date and thorough. A copy of your thematic unit must be submitted to me a week prior to your teaching it.

- **Daily Journal** – This needs to be written daily. Your journal serves as both a diagnostic assessment and a reflective chronicle of your teaching experience. Record your successes and your challenges, as well as the methods you think might work to improve the learning environment. We will decide together on the easiest way to submit this.

Please arrange the above items in one large binder. Label and separate these items as follows:

1. Daily Lesson Plans with handouts
2. Master Teacher Evaluations
3. Supervisor Evaluations
4. Daily Journal (This may be kept in a separate notebook).
5. Unit plan
6. Classroom Management Plan

*Note: Your lesson plan book, though separate, should be kept with your binder*

Please do not hesitate to contact me with any questions or concerns. I look forward to getting to know you and working with you.

Sincerely,

________________________________  Home Phone (          )_________________________

Student Teacher Supervisor  Email: _______________________@simpsonu.edu

Revised April 13, 2015
SUPervision

The University Supervisor will visit the Student Teacher’s classroom at least weekly for observations of teaching performance; share evaluations of professional progress with the Student Teacher and Master Teacher; provide a written record of lesson observations using the University Supervisor’s Classroom Observation Form; consult/conduct meetings with the Master Teacher and Student Teacher; and authorize exceptions to requirements as appropriate.

It is the responsibility of the University Supervisor to complete the EL Verification form. The process for completing this form will be discussed at the University Supervisor meeting prior to each semester of supervision.

Evaluation

University Supervisors will provide formative and summative evaluation of the Student Teacher by:

1) Critiquing student lesson plans and providing feedback during implementation of these plans using copies of the Classroom Observation Form. All lesson plans developed by the Student Teacher are to be shared in writing with the Master Teacher prior to teaching.
2) Reviewing and consulting with the Student Teacher on the reflective journal.
3) Reviewing and consulting with the Student Teacher on the unit plan.
4) Reviewing and consulting with the Student Teacher on the classroom management plan.
5) Reviewing and consulting with the Student Teacher on the TPA’s.
6) Consulting with the Master Teacher on the Schedule for Student Teacher Increased Responsibilities.
7) Completing the Student Teacher Evaluation form as competencies are demonstrated.
8) Completing the summative comments on the Student Teacher Evaluation form.
9) Conducting the summative conference with the Student Teacher and Master Teacher.
10) Completing a Letter of Recommendation to be included in the Student Teacher’s placement file.
11) Developing, implementing and monitoring a Corrective Action Plan, if needed, for Student Teachers who fail to meet program/school expectations. This will be done in consultation with the Director of Student Teaching.

Program Review

The University Supervisor will provide opportunities for suggestions from the Student Teacher, Master Teacher, and school administrator regarding improvements for the Student Teacher program. University Supervisors will also provide feedback on master teacher support and school support.
### SIMPSON UNIVERSITY SCHOOL OF EDUCATION
### CLASSROOM OBSERVATION GUIDE BY SUPERVISOR

<table>
<thead>
<tr>
<th>STUDENT TEACHER:</th>
<th>SUPervisor:</th>
<th>Date:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

**TPE 1: SUBJECT-SPECIFIC PEDAGOGICAL SKILLS**
- A1 Demonstrating knowledge of subject matter.
- A2 Organizing curriculum to support understanding.
- A3 Integrating ideas and information across subject areas.
- A4 Developing understanding through instructional strategies.

Note Subject Specific Elements as they are accomplished.
- Teaching English-Language Arts in a Multiple Subject Assignment
- Teaching Mathematics in a Multiple Subject Assignment
- Teaching Science in a Multiple Subject Assignment
- Teaching History-Social Science in Multiple Subject Assignment
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

**A5 Using materials, resources, and technologies to make subject matter accessible to students.**

### B. ASSESSING STUDENT LEARNING

**TPE 2: MONITORING STUDENT LEARNING DURING INSTRUCTION**
- B1 Establishing learning goals for all students.
- B2 Collecting and using multiple sources of information to assess student learning.
- B3 Involving and guiding students in assessing their own learning.
- B4 Using the results of assessments to guide instruction.
- B5 Communicating with students, families, and other audiences about student progress.

### C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

**TPE 4: MAKING CONTENT ACCESSIBLE**
**TPE 5: STUDENT ENGAGEMENT**
**TPE 6: DEVELOPMENTALLY APPROPRIATE PRACTICES**

- C1 Connecting student’s prior knowledge, life experiences, and interests with learning.
- C2 Using a variety of instructional strategies & resources to respond to diverse needs.
- C3 Facilitating learning experiences that promote autonomy, interaction, and choice.
- C4 Teaching subject matter, problem solving, critical thinking, and skills in meaningful activities.
- C5 Promoting self-directed, reflective learning for all students.

### D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

**TPE 8: LEARNING ABOUT STUDENTS**
**TPE 9: INSTRUCTIONAL PLANNING**

- D1 Drawing on and valuing student’s background, interests, and developmental learning needs.
- D2 Establishing and articulating goals for student learning.
- D3 Developing and sequencing instructional activities and materials for student learning.
- D4 Designing long and short term plans to support student learning.
- D5 Modifying instructional plans to adjust for student needs.

### E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

**TPE 10: INSTRUCTIONAL TIME**
**TPE 11: SOCIAL ENVIRONMENT**

- E1 Organizing the physical environment.
- E2 Planning and implementing classroom procedures and routines that support learning.
- E3 Establishing a climate of fairness and respect.
- E4 Promoting a social development and responsibility in independent and group learning.
- E5 Establishing and maintaining standards for student behavior.
- E6 Using instructional time effectively.

### F. DEVELOPING AS A PROFESSIONAL EDUCATOR

**TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS**
**TPE 13: PROFESSIONAL GROWTH**

- F1 Reflecting on teaching and learning.
- F2 Engaging families in student learning.
- F3 Utilizing community resources to support student learning including consulting and collaborating with Education Specialist regarding practices for inclusion.
- F4 Pursuing opportunities to contribute and grow professionally.
- F5 Balancing professional responsibilities.
- F6 Working cooperatively with other faculty and staff.

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Journal:

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Unit/Lesson Plans:

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Classroom Teaching:

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**SIMPSON UNIVERSITY SCHOOL OF EDUCATION**

**SCHEDULE FOR STUDENT TEACHER INCREASED RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>GRADE:</th>
<th>SCHOOL:</th>
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<table>
<thead>
<tr>
<th>DATES</th>
<th>SUBJECT MATTER, LESSONS, AND DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1:</td>
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<td>WEEK 2:</td>
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<td>WEEK 3:</td>
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<td>WEEK 7:</td>
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<td>WEEK 8:</td>
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</tbody>
</table>

Initials:

<table>
<thead>
<tr>
<th>STUDENT TEACHER</th>
<th>MASTER TEACHER</th>
<th>SUPERVISOR</th>
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</thead>
</table>

Revised April 13, 2015
The California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional progress of the teacher’s practice toward their own professional goals. Check the box indicating the level of performance

<table>
<thead>
<tr>
<th>Category A</th>
<th>Making Subject Matter Comprehensible to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.</td>
</tr>
<tr>
<td><strong>Emerging (Middle)</strong></td>
<td>The Student Teacher demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.</td>
</tr>
<tr>
<td><strong>Proficient (High)</strong></td>
<td>The Student Teacher clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.</td>
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<tr>
<td><strong>Not Observed</strong></td>
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</tbody>
</table>

**TPE 1 Subject Specific Pedagogical Skills**
- Demonstrates knowledge of subject matter
- Organizes curriculum to support student understanding of subject matter
- Integrates ideas and information within and across subject areas
- Develops student understanding of subject matter through instructional strategies (Refer to Subject Specific Elements).

**TPE 1A:**
- Teaching English-Language Arts in a Multiple Subject Assignment
- Teaching Mathematics in a Multiple Subject Assignment
- Teaching Science in a Multiple Subject Assignment
- Teaching History-Social Science in a Multiple Subject Assignment

**TPE 1B:** Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
- Uses materials, resources, and technologies to make subject matter accessible

Specific Strengths:

Suggestions for Improvement:
## STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>Category B</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Student Learning</td>
<td>The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.</td>
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</table>

### TPE 2 Monitor Student Learning During Instruction
- Establishes learning goals for all students

### TPE 3 Interpretation and Use of Assessments
- Collects and uses multiple sources of information to assess student learning
- Involves and guides students in assessing their own learning
- Uses the results of assessments to guide instruction
- Communicates with students, families, and other audiences about student progress

### Specific Strengths:

### Suggestions for Improvement:
# SIMPSON UNIVERSITY SCHOOL OF EDUCATION

## STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>CATEGORY C Engaging and Supporting Students in Learning</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TPE 4 Making Content Accessible</td>
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<tr>
<td>TPE 5 Student Engagement</td>
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<tr>
<td>TPE 6 Developmentally Appropriate Practices</td>
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<tr>
<td>TPE 6A: Grades K-3</td>
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<td>TPE 6B: Grades 4-8</td>
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<td>TPE 6C: Grades 9-12</td>
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<tr>
<td>TPE 7 Teaching English Learners</td>
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- Uses a variety of instructional strategies and resources to respond to students’ diverse needs.
- Facilitates learning experiences that promote autonomy, interaction, and choice.
- Teaches subject matter, problem solving, critical thinking, and skills in meaningful activities.
- Promotes self-directed, reflective learning for all students.

### Specific Strengths:

- ...

### Suggestions for Improvement:

- ...
## SIMPSON UNIVERSITY SCHOOL OF EDUCATION

### STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>CATEGORY D Planning Instruction and Designing Learning Experiences for all Students</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
<th>Proficient (High)</th>
<th>Not Observed</th>
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<tr>
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</tr>
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<td>TPE 9 Instructional Planning</td>
<td>Draws on and values student’s background, interests, and developmental learning needs</td>
<td>Establishes and articulates goals for student learning.</td>
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</table>

Specific Strengths:

Suggestions for Improvement:
# Student Teacher Evaluation

**Category E**

**Creating and Maintaining Effective Environments For Student Learning**

<table>
<thead>
<tr>
<th>TPE 10 Instructional Time</th>
<th>TPE 11 Social Environment</th>
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</thead>
<tbody>
<tr>
<td><strong>Organizes the physical environment</strong></td>
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<td><strong>Promotes social development and responsibility in independent and group learning.</strong></td>
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<tr>
<td><strong>Establishes and maintains standards for student behavior.</strong></td>
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<tr>
<td><strong>Uses instructional time effectively.</strong></td>
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</tbody>
</table>

### Beginning

The Student Teacher demonstrates a limited level of performance that partially meets the instructional needs of students.

### Emerging (Middle)

The Student Teacher demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.

### Proficient (High)

The Student Teacher clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.

### Not Observed

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Specific Strengths:

Suggestions for Improvement:

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# SIMPSON UNIVERSITY SCHOOL OF EDUCATION

## STUDENT TEACHER EVALUATION

<table>
<thead>
<tr>
<th>CATEGORY F Developing as a Professional Educator</th>
<th>Beginning</th>
<th>Emerging (Middle)</th>
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<table>
<thead>
<tr>
<th>TPE 12 Professional, Legal, and Ethical Obligations</th>
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<tbody>
<tr>
<td>TPE 13 Professional Growth</td>
</tr>
<tr>
<td>Reflects on teaching and learning</td>
</tr>
<tr>
<td>Engages families in student learning</td>
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<tr>
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</tr>
<tr>
<td>Works cooperatively with other faculty and staff</td>
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<tr>
<td>Balances professional responsibilities</td>
</tr>
</tbody>
</table>

Specific Strengths:

Suggestions for Improvement:

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STUDENT TEACHER EVALUATION

Summative Comments by Master Teacher:

Summative Comments by Supervisor:

Student Teacher Signature _______________________________ Date_____________________

Master Teacher Signature ________________________________ Date____________________

Supervisor Signature _________________________________ Date____________________
Your letters of recommendation will be some of the first documents reviewed by prospective
districts/principals when our student teachers apply for employment. Below are some suggestions to
consider when producing such letters:

- Be sincere and truthful in your descriptions of the characteristics and abilities of the student
teacher. Be conscious not to over-inflate or under-inflate the person’s characteristics and
abilities.

- Consider addressing the following areas as appropriate: Classroom rapport, feeling tone,
student relationships; classroom management performance; ability to address the content
standards through lesson/unit planning, teaching strategies employed and assessment
strategies utilized; organizational skills and professional habits; ability and willingness to fit
into a school culture; ability to work with others.

- Recognize that oftentimes a principal will look for what is not stated in a letter as well as
what is stated by the recommending party.

- One page is best, but certainly not more than two pages.

- Letters of recommendation should be on letterhead stationery.

- Contain an original signature
**SIMPSON UNIVERSITY SCHOOL OF EDUCATION**

**STUDENT TEACHING CORRECTIVE ACTION PLAN**

Master Teacher: ___________________________ School: ___________________________

Student Teacher: _________________________ Semester: __________________________

<table>
<thead>
<tr>
<th>Areas(s) of Concern: refer to the Classroom Observation Form and briefly note the area(s) of concern and the corresponding CSTP standard(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area #1:</td>
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<td>Area #2:</td>
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<tr>
<td>Area #3:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan and Timeline: describe your recommendations for corrective action for each area of concern noted above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan and Timeline:</td>
</tr>
</tbody>
</table>

Master Teacher’s Signature _____________________________ Date _____________

Student Teacher’s Signature _____________________________ Date _____________

University Supervisor’s Signature ____________________________ Date ______________
Please note the weekly progress the Student Teacher is making toward correcting the designated deficiency.

<table>
<thead>
<tr>
<th>Week</th>
<th>Details</th>
<th>Master Teacher Initials</th>
<th>Date</th>
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<tbody>
<tr>
<td>#1</td>
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<tr>
<td>#3</td>
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SIMPSON UNIVERSITY SCHOOL OF EDUCATION

UNIVERSITY SUPERVISOR NOTEBOOK EVALUATION FORM

This form verifies that the Student Teacher has compiled a quality notebook containing the items listed below. The Student Teacher Notebook should be neat and efficiently organized. The Supervisor’s initials on the line next to each item will indicate its compliance.

Please submit the completed form to the Credential Analyst within one week of the last day of student teaching. This form is part of the credential application process.

Creating and Maintaining an Effective Environment for Student Learning

____ Behavior Management Plan (no more than three pages; single subject candidates only one plan; multiple subject candidates one plan for each phase)

Planning Instruction and Designing Learning Experiences for All Students

____ Lesson Plans, including multicultural considerations
____ Weekly Plan book
____ Unit Plan (Multiple Subject one phase only)
____ EL Verification Form

Developing as a Professional Educator

____ Daily Reflective Journal
____ Master Teacher Evaluations
____ Supervisor Evaluations

____________________________________  ______________________________________
Student Teacher Grade/Teacher/School

____________________________________  ______________________________________
Supervisor’s Signature Date
EL Verification Form

Fall Semester____

Spring Semester____

Student Teacher Name:______________________________

Multiple Subject or Single Subject_____________________

School Site:_______________________________________

Phone:___________________________________________

Master Teacher:____________________________________

Grade/Subject:_____________________________________

English Learners in Placement:________________________

___________________________________   ___________________
Verified by University Supervisor     Date

___________________________________   ___________________
Director of Student Teaching      Date
Record of Contact, Comments, and Concerns
By Supervisor

Master Teacher: __________________________ MT Phone: __________________________
University Supervisor: __________________________________________________________
Student Teacher: __________________________ ST Phone: __________________________
School: __________________________ School Phone: __________________________ Semester: __________________________

Date of Entry:

Date of Entry:

Date of Entry:

Date of Entry:

Date of Entry:

Date of Entry:

Date of Entry:

Check List:

_____ MT advised of expectations and received Student Teaching Handbook
_____ MT advised of form for Increased Responsibilities
_____ MT advised of responsibilities of modeling class management and adaptations for special needs students and ELs, subject specific pedagogy, and if multiple subject, modeling for the domains of RICA

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SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Simpson University School of Education
Subject Specific Elements for Single Subjects

**Science**
1. Demonstrates specific teaching strategies that support state-adopted academic content standard during investigations and experiment
2. Emphasizes the importance of accuracy, precision and estimation
3. Demonstrates multiple ways to record scientific data, including use of mathematical symbols
4. Balances the focus of instruction between science information, concepts and principles
5. Instructs on ethical care of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal
7. Demonstrates sensitivity to students' cultural and ethnic backgrounds in designing science instruction

**History-Social Science**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines an maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, projects, debate and student research
5. Helps students relate History-Social Science content to current and future issues
6. Structures instruction to help students recognize prejudice and stereotypes
7. Creates environment that supports discussion of multiple viewpoints and sensitive issues

**Art**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Balance instruction between gathering information, developing skills and technique, and the expression of ideas in written and visual form
3. Creates safe environment that allows students to take risks and approach aesthetic problems in multiple ways
4. Encourages student creativity, flexibility and persistence in solving artistic problems
5. Establishes and monitors procedures for the safe care, use and storage of art equipment and materials
6. Helps students to understand the historical contributions and cultural dimensions of art
7. Guides students to make informed critical judgements about the quality and success of artwork
8. Provides information about careers in art

**Music**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Models highly developed aural musicianship and analytical skills
3. Teaches music theory and analysis to include transcription of musical excerpts, error detection, analysis of form, style, and compositional devices, harmonic cadences and progressions
4. Teaches students to read and notate music, understand the techniques of orchestration and develop ability in transposition
5. Uses movement to demonstrate rhythm and expressive nuances of music
6. Uses wide knowledge of Western and non-Western works in instruction
7. Uses various strategies for sequencing, planning, assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics
8. Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion
9. Enables students to understand aesthetic value of music and teach them to respond to, analyze, and critique performances and works of music
10. Helps students to understand the role of musicians, composers and general instruments in diverse cultures and historical periods

**Physical Education**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Balances the focus of instruction among information, concepts and skill development to provide students with a foundation for developing healthy and active lifestyles
3. Provides a curriculum designed that is accessible by all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/venture activities, combative and fitness activities, and that meet the developmental needs of students, those with disabilities, low skill, and high performers
4. Demonstrates the need to motivate students to reflect and solve problems to minimize barriers to physical activity participation throughout life
5. Understands procedures for creating a safe class environment for productive participation, care, use and storage of equipment and materials, organizing and monitoring activities, and monitoring facilities

**Health Science**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the health educator within a Coordinated School Health Program (CShP)
3. Demonstrates ability to differentiate between health education practices grounded in research and those that are not
4. Demonstrates awareness of collaboration opportunities among health educators in all settings, including school and community professions
5. Demonstrates effective communication and advocacy skills as they relate to personal, family and community health and health education needs

**Agriculture**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Shows willingness, aptitude, knowledge and skill to work with master teacher(s) to develop programs of instruction regarding animal science, plant and soil science, ornamental horticulture, agricultural business management, environmental science and natural resource management, and agricultural systems management
3. Uses appropriate content and pedagogically sound explanations, demonstrations and laboratory/class activities
4. Encourages students to pursue agricultural interests, especially students from underrepresented groups in agricultural careers
5. Teaches ethical care and handling of live animals
6. Understands procedures for the safe care, use and storage of equipment and materials, especially potentially hazardous materials and their disposal

**Business Education**
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Enables students to solve real world business problems that include: decision-making involving application of legal and ethical principles, quantitative and qualitative analysis, application of accounting concepts and principles, and financial analysis
3. Demonstrates ability to apply principles and procedures related to applications, networking systems, basic concepts of programming and systems development, and the ethical use of information technology in business situations
4. Assists students in a variety of procedures to address individual career development
5. Provides students with ample opportunity to develop their own employment and entrepreneurial skills
6. Provides students with the knowledge of technology, reading, writing, mathematics, speaking and active listening skills in a variety of business situations

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Home Economics
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Demonstrates knowledge of employing the principles and practices of Consumer and Family Studies (CFS), Home Economics Related Occupations (HERO), and Future Homemakers of America (FHA) for developing interpersonal, leadership, citizenship and career skills.
3. Teaches students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected from the eight content areas of CSF.
4. Works closely with industry partners and plans authentic learning experiences to prepare students for entry-level careers or advanced training and education.
5. Helps students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate creative and critical thinking skills.
6. Uses assessments, provides feedback, assists students in achieving the standards and uses evidence of student learning to improve the program.

Industrial Technology
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Provides students with an understanding of the nature of technology its core technological concepts.
3. Leads students in the use of the use of the design process as a problems-solving model.
4. Design and utilizes problems, exercises and projects that require the application of core knowledge, to include but not limited to: science, mathematics, economics, social science and data analysis.
5. Teaches students how to work and behave in a safe manner while also modeling safety in the laboratory.
6. Prepares students to use all types of tools safely, correctly and effectively.

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Teaches logical connections across major concepts of the state-adopted K-12 academic content standards. (Grades 7-12)
3. Enables students to apply learned skills to increasingly novel and complex problems.
4. Demonstrates and teaches multiple solutions strategies for broad categories of problems.
5. Anticipates, recognizes and clarifies mathematical misunderstandings that are common among Grade 7-12 students.
6. Design, facilitate and assess performance tasks for math through open ended questions, investigations and projects.

English
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-dominant varieties of English, and students with disabilities.
3. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students.
4. Connect reading, writing, and oral language processes in an integrated fashion.
5. plan, design, and implement instruction.
6. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
7. Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
8. Purposes and characteristics of the major genres of literature.
9. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
10. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
11. Academic language development emphasizing discourse that leads to the production of complex texts.
12. Incorporation of technology into language arts as a tool for conducting research.
13. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
14. Instruction in speaking applications including grade-level genres and their characteristics.

World Languages – LOTE
1. Demonstrates specific teaching strategies that support state-adopted academic content standards.
2. teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing.
3. demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels;
4. use appropriate and varied language with accuracy and fluency.
5. know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students; and
6. prepare to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students’ insights into the nature of language.
7. Demonstrate use of technology to support and enhance instruction.
SIMPSON UNIVERSITY SCHOOL OF EDUCATION

Simpson University
School of Education
Subject Specific Elements for Multiple Subjects

Math
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to understand basic mathematical computations, concepts, and symbols and apply learned skills to increasingly novel and complex problems
3. Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
4. Provides a secure environment for taking intellectual risks and approaching problems in multiple ways
5. Fosters positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
6. Helps students understand different mathematical topics and make connections among them.

Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards
2. Demonstrates specific teaching strategies that support state-adopted academic content standard K-8
3. Emphasizes the importance of accuracy, precision and estimation
4. Provides explanations, demonstrations, and class activities that serve to illustrate science concepts and principles, scientific investigation, and experimentation.
5. Balances the focus of instruction between science information, concepts and investigations

Language Arts- RICA Domains
1. Planning, organizing and managing reading instructions
2. Word analysis
3. Fluency
4. Vocabulary, academic language and background knowledge
5. Comprehension

History-Social Science
1. Demonstrates specific teaching strategies that support state-adopted academic content standards K-8
2. Enables students to learn and use analytical thinking skills when learning academic content standards
3. Uses timelines and maps to reinforce sense of temporal and spatial scale
4. Helps students to understand events and periods from multiple perspectives using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
5. Teaches students how social science concepts and themes provide insights into historical periods and cultures