Clinical Fieldwork/Internship Handbook

Graduate School of Education Mission

In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

❖ Serve as mentors and models for moral and ethical leadership
❖ Think critically to connect theory with practice
❖ Respect all individuals
❖ Include and respond to the needs of all learners
❖ Value diversity
❖ Empower individuals to participate in education growth and change

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Goals for an Intern’s Growth

The primary goal of the Department of Learning and Teaching at California Lutheran University is to develop professional educators with skills to succeed in their first year of teaching as the teacher of record, and to foster professional attitudes, which will sustain a lifetime of continued growth and learning.

The purpose of the clinical fieldwork/intern portion of the teacher credential program is to develop effective teachers. For inters and interns at California Lutheran University in the INTERNSHIP program, this is defined as mastery of the Survival and Skills Stages of teacher development and beginning use of the more holistic stages of teaching represented by Strategy and Synergy thinking stages.

Developmental Approach

The Graduate School of Education has conceptualized a theoretical framework of teacher development comprised of four related stages. This four-stage approach is utilized in coursework leading to the basic and advanced credentials. It is the organizing feature to the growth of interns. A simplified description of the four stages follows:

I. Survival Stage Characteristics
The development of instructional leadership earned by competence and acknowledged as such by the pupil. The development of management techniques by which the teacher handles smoothly the classroom organization for learning and the supportive, but necessary, routine functions for teaching the class as a whole.

II. Skills Stage Characteristics
Implementation of well written, effective plans. The development of facility with subject matter content and a competency in the use of whole group instruction methods which promote learning for all students.

III. Strategy Stage Characteristics
The development of facility, by the teacher, in the use of many and varied methods which will enhance group and individual learning. These would include, but not be limited to whole group, cooperative learning, and individualized instruction.

IV. Synergy Stage Characteristics
The development of a functioning, truly holistic learning environment; where in all previously developed competencies focus on the self-fulfillment of all pupils. The teacher becomes an empathic, caring mentor as well as superior instructor exemplifying a true caring for all human beings.

In considering the time necessary for a teacher to grow, develop, and move through these states, the theory suggests that the typical inter/interns would gain mastery of stages one and two during their practice teaching and begin to use stages three and four. Normally, these later stages require additional teaching experience and in-service development.

At the SURVIVAL LEVEL, the intern will be able to perform the following:

1. Be professional in appearance and attitude.
2. Define and implement procedures for efficient classroom management (roll-taking, distribution of materials, collection of homework, study guides, etc.)
3. Demonstrate constructive leadership procedures for dealing with classroom behavior and discipline.
4. Demonstrate lesson plans best suited for the attainment of stated objectives and grade-level standards.
5. Demonstrate the ability to content knowledge.
6. Demonstrate the ability to use and elicit appropriate language with students of differing levels of functioning during informal routines and transitions.

At the SKILLS LEVEL, the intern will be able to perform the following:

1. State clear behavioral objectives on a lesson plans.
2. Demonstrate skills in creative and stimulating motivational techniques.
3. State characteristics of good questions and formulate an effective technique at the three main levels of questioning.
4. Devise a valid, working evaluation system for assessment of student performance.
5. Plan and differentiate instruction for all students including those with special needs and English learners.
Intern Policies

School Selection

California Lutheran University has contractual relationships with several schools throughout Southern California for internships. Schools that are partnered with CLU for the purpose of providing candidates with a clinical field experience have been chosen with great care and meet a variety of criteria.

These criteria include guidelines provided by the Commission on Teacher Credentialing (CTC), and the Department of Learning and Teaching of CLU. California Lutheran University contracts with partner schools using a variety of criteria including but not limited to the following:

- Schools that employ exemplary teachers and supportive school site leadership. This is determined by review of school data, APY report cards and interviews with site and district administrators.
- Schools that are demographically diverse and include English learners, special needs interns and those who are economically disadvantaged. This is done to comply with CTC guidelines and to provide our candidates experience in working with a variety of subpopulations. This is determined by evaluating annual demographic reports published by the California Department of Education.

Dress Code

While working at a school site as an intern, it is important to maintain a level of professionalism in appearance and attire. Dressing appropriately as a teacher is an important professional disposition that must be demonstrated while working in the TK-12 environment. It is also important to keep in mind that extremes in personal appearance and attire can result in a distraction to TK-12 students and hinder the learning process.

Acceptable attire for male interns:
- Business casual or "Docker" style slacks
- Long/short sleeved, collared dress shirt or collared "Polo" style shirt
- Jacket or tie optional
- Closed-toe shoes
- Hairstyles should be business-like and neat. Facial hair must be neatly trimmed, of reasonable length, and clean

Acceptable attire for female interns:
- Business casual dress
- Long/short sleeved dress shirts / blouse with dress-casual skirt/pants
- Conservative hemline (not greater than four inches above the knee)
- Make-up, jewelry, hosiery, and accessories appropriate and in moderation
- Hairstyles businesslike and neat

Unacceptable attire:
- Casual clothing such as short pants, sweat suits
- Denim clothing that is faded, ripped, too tight or too loose
- Dresses or skirts with high slits
- Blouses or dresses with plunging necklines
• Dresses with spaghetti straps or sleeveless tops or see-through materials
• Extremes in makeup usage, jewelry or other accessories
• Hats or Headgear unless a job requirement or have religious significance to the wearer
• Flip-flops, open shoes, plastic foot wear, bedroom shoes and slippers
• Closed-toe shoes

**Evaluation**

You will be evaluated on your overall performance in the field via field notes based on the Teacher Performance Expectations (TPEs). Your support provider and CLU supervisor also will provide you with feedback using the forms attached, including Professional Dispositions. During the evaluation visits, field notes will be taken. The university supervisor and intern will discuss the activities observed, the field notes, and recommend practices. The intern will receive an electronic copy of the field notes within one week and keep this in their notebook. The outline of evaluation is as follows:

- Overall evaluation is a team effort in which the intern, administrator, and university supervisor contribute in an atmosphere of open, constructive communication and reflection.
- There should be a self-evaluation and reflection by the intern. The university supervisor contributes by helping the intern become consciously aware of instructional behavior and by discussing alternatives to that behavior.
- An evaluation of the intern’s professional dispositions is done at the midterm and end of term in collaboration by the university supervisor. Professional behaviors have equal weight in the overall grading process.
- A written evaluation of the intern’s proficiency in the 6 Teaching Performance Expectations (TPEs). The university supervisor is responsible to complete a midterm and final evaluation of the candidate. Collaboration with the university supervisor is expected.
- Candidates are expected to attain the level of Beginning Practice by their final evaluation. **A score of 21 points or higher** will be required to achieve a passing grade in EDTP 540/560 or EDSP 534/542.

**Lesson Planning**

It is the intern’s responsibility to present his/her formal lesson plan to his/her university supervisor prior to each day’s observation. A complete lesson plan must be submitted via email to the CLU university supervisor **24 hours prior** to visits that include observations of the intern.

**Reflective Journal/Notebook**

The intern will keep a notebook which contains lesson plans, unit plans, behavior plans, IEPs, audiograms, observation notes, university supervisor’s notes, daily schedule, evaluation forms, reflections, and self-assessments. Photos of your classroom and your contributions are encouraged.
Seminar

The intern will participate in a scheduled seminar during each semester. This class is designed as a sharing session, enabling an intern to learn from others’ placements as well as his/her own.

Grading

Clinical fieldwork/Internship is a Pass/No Credit course. Most of your grade will be based on your performance in the field. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or non-professional behavior and lack of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). Prerequisite courses must be completed with a grade of B or better to qualify for clinical fieldwork/internship. Your final evaluation is a signature assignment for the program and must be uploaded to Taskstream at the end of the semester.

Individual Development Plan

In the final clinical experience, candidates will collaborate with their Supervisors to determine professional growth goals and create an Individual Development Plan for candidates to take with them into their induction planning.
The Role of the Intern:

You are the teacher of record. Interns are expected to:

1. **Adhere** to the policies and procedures of the school and district where the intern is hired.
2. **Recognize and Respect** and make a serious effort to implement the feedback and suggestions of the supervising teacher and the school administration.
3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately. Refer to dress code.
4. **Conduct** themselves in a professional manner at all times. Interns will keep confidences and respect the rights of others at all times. In addition to evaluating your performance in your teaching assignment, your overall disposition as a professional will be evaluated at least twice during each semester of teaching.
5. **Maintain** a positive attitude and develop a positive learning environment for the interns within the classroom and school setting.
6. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.
7. **Bring** to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.
8. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the university supervisor.
9. **Organize** your daily schedule, plan and carry out lessons, participate in IEPs and IFSPs, collaborate with others in the school settings, and conduct parent conferences as the teacher of record.
Role of the University Supervisor:

A university supervisor is an additional provider of mentorship and support during the candidates clinical practice placements in the field. The supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

A university supervisor will visit your classroom regularly. Our purpose in coming is to observe the intern, take field notes, to collaborate with the intern and support provider.

The university supervisor is responsible for observing and evaluating the intern in the classroom, conferencing with the intern, helping the intern reflect and establish goals for the improvement, and evaluating of performance. The length of each visit will vary depending upon the needs of the intern. Evaluation forms for these purposes are attached here. Feedback is provided electronically or in person as the needs dictate.

The university supervisor will also verify the intern log entries during each visit to monitor the 144 hours of support and 45 hours of English language support required annually the CCTC.

Role of the Supporting Teacher:

Interns are the teacher of record and he/she will begin all planning and teaching as soon as they have received their Intern credential and have obtained their teaching assignment.

All employees hired on intern contracts are required to be provided 144 hours per academic year of mentor support from someone with a like credential and an additional 45 hours per academic year of EL support from someone with a credential that has an English Learner Authorization. It can be the same provider if they meet both requirements. It’s important to note that the support cannot be frontloaded or back loaded. It must take place weekly and be no less than 4 hours per week.

CLU will be providing 32 hours of the support (which can be counted towards the 144 hours) by sending a university supervisor during the year-long contract. This will be in the form of 8 visits during a semester. Hours of participation in university seminars may also be used towards the required hours. The remaining hours required by CTC will need to be provided by the employer.

The intern will be required to submit a log to our credentials office at the end of the year in order to apply for a preliminary credential. Our university supervisor will check the log each time they visit to be sure it is being kept up to date.

Observation and Evaluation

We will ask you to fill out a formative evaluation form in the middle and at the end of the semester. (Forms are located in the Appendix.). As you consider the evaluation forms, we would like you to review the Dispositional Rating Form, based on your observations of the candidate. Your comments will give us an opportunity to assess the intern’s ability to sustain a full-time clinical fieldwork or internship teaching experience. Your input will be an important part of that determination. Mid-term and final evaluations are sharing in a three-way conference with the intern/intern, support provider, and university supervisor.
Dispositional Rubric

1 = Candidate demonstrates a low level of functioning with respect to this attribute
2 = Candidate demonstrates inconsistent levels of functioning with respond to this attribute
3 = Candidate demonstrates an acceptable level of functioning with respect to this attribute
4 = Candidate demonstrates an especially high level of functioning with respect to this attribute

The Inter: ________________________________________________________________

1. Is punctual 1 2 3 4
2. Is professional in appearance 1 2 3 4
3. Takes initiative 1 2 3 4
4. Demonstrates enthusiasm about teaching 1 2 3 4
5. Able to establish good rapport with students 1 2 3 4
6. Is adequately prepared 1 2 3 4
7. Able to communicate professionally (verbal & written) 1 2 3 4
8. Demonstrates ethical behavior 1 2 3 4
9. Demonstrates sound judgment 1 2 3 4
10. Accepts feedback in a positive manner 1 2 3 4
11. Able to work cooperatively with others 1 2 3 4
12. Strives for ongoing improvement via reflection 1 2 3 4
13. Demonstrates potential for teacher leadership 1 2 3 4
14. Is culturally sensitive 1 2 3 4

Evaluator's Comments:
Clinical Fieldwork/Internship Supervision

*Evaluation completed in collaboration by Cooperating Teacher and Field Supervisor.*

Mark One:
Full-time Semester: ___Midterm Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B) ___Final Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B)

*Directions:* Reference the TPE elements provided with this document. Each section receives an overall score based on the cumulative observations leading up to this evaluation. Mark an “X” in the appropriate column for the overall score of each TPE and provide narrative comments that support your score.

**TPE 1- Engaging and Supporting all Students in Learning.**
**Beginning Teachers:**

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<th>3 Developing Beginning Practice</th>
<th>2 Inconsistent Practice</th>
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Beginning teachers:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4  a. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology,

b. including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Comments:

TPE 2- Creating and Maintaining Effective Environments for Student Learning. Beginning Teachers:

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Beginning teachers:

2.1 a. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports,

   b. restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Comments:

TPE 3- Understanding and Organizing Subject Matter for Student Learning.
Beginning Teachers:

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Beginning teachers:

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Comments:

TPE 4- Planning Instruction and Designing Learning Experiences for All Students. Beginning Teachers:

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Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   • appropriate use of instructional technology, including assistive technology;
   • applying principles of UDL and MTSS;
   • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
   • appropriate modifications for students with disabilities in the general education classroom;
   • opportunities for students to support each other in learning; and
   • use of community resources and services as applicable.

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
TPE 5- Assessing Student Learning.
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Beginning teachers:

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time.

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.7 Interpret English learners’ assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Comments:

TPE 6- Developing as a Professional Educator.
Beginning Teachers:

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Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5 a. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of
students and families.

b. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Comments:

__ TOTAL SCORE

Benchmark Scores: Full-time Final Evaluation- 21 points

Please complete for Full-time Midterm Evaluation:
Identify three specific TPEs for further development by the candidate during the remainder of the semester:

1.

2.

3.

Please complete for Full-time Final Evaluation:
Please write a summary of the candidate’s development during this semester. A letter of recommendation, if appropriate and if provided, should be attached as the summary.

Final Recommendation (complete only for FINAL evaluation):

I recommend that this candidate receive a   ___ Pass   ___ No Credit for this semester.

Evaluator’s Signature  ____________________________  Candidate’s Signature  ____________________________  Date  ____________________________