University

Student Teacher Supervisor Handbook

San Francisco State University

Mild/Moderate Teacher Education Program

Level I
Fall 2013

Dear University Supervisor:

May I express our appreciation for your willingness to accept the responsibility of cooperating in the San Francisco State University Student Teaching Program. We hope the information in this handbook will be helpful to you as you work with your student teacher. Your efforts this semester will have a profound effect upon the education of many children in years to come.

Each student teacher has been asked to meet with his/her supervisor during the second session meeting of SPED 726 at the beginning of the semester. This visit will provide you with some insight into your student teacher's academic and personal background. The exact date will be sent in an e-mail.

As a University Supervisor you are one of the most important participants in a student teaching program. Without mutual understanding and respect any program would be ineffective. Thank you for guiding and giving direction to activities, methods and techniques used by the student teacher in her/his teaching practice.

If you have any questions concerning the administration, supervision, or evaluation of student teachers please contact me immediately.

Again, thank you for your cooperation and best wishes for a very rewarding experience.

Sincerely,

Susan J. Courey
Susan J. Courey, Ph.D.
and
Pamela LePage
Pamela LePage, Ph.D.

Mild/Moderate Program Coordinators
Special Education
San Francisco State University
1(415) 338-3420
“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
University Supervisor Handbook

Teacher Education at San Francisco State University

Purpose
This handbook provides information to support San Francisco State University supervisory personnel in developing moral, caring, intellectual individuals who aspire to teach in a democratic society. Supervisors should play a supportive role for student teachers, the ultimate goal being the improvement of techniques and competencies related to successful teaching practices.

Introduction
The teacher education program at SFSU has been developed in agreement with standards set forth by the California State Board of Education, National Council for Accreditation of Teacher Education, Council for Exceptional Children (CEC), and SFSU’s Knowledge Based Theme.

These accreditation organizations recognize that San Francisco State University meets rigorous standards of excellence in teacher preparation and provides high quality preparation for effective teaching.

Supervision, like teaching, is a moral as well as an intellectual endeavor. Supervisors responsible for preparing future teachers need to use the ideals in the College of Education Knowledge Based Theme to examine their personal supervisory practices. SFSU’s College of Education Theme should actively influence all University Supervisor activities and how supervisors respond to the challenges presented in developing the professional identity of their students.

Theme
The College of Education at San Francisco State University has formally adopted the following Knowledge Base theme for its professional programs:

Preparing reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts.

We have also developed these definitions to explicate key elements of the statement:


Diverse Populations: Broadly defined, those exhibiting a wide range of cognitive, linguistic, cultural, social, and physical differences to include those with disabilities. Diverse populations are taken to mean social
groups (micro cultures) with cultural and behavioral patterns and values that may not be dominant in the culture shared by most of the community/society (macro culture) but which shape the identity of individuals who identify with the particular social group. Throughout the document diverse populations, educational contexts, and educational professionals are constructed in the broadest possible sense. (Pai, 1990; Nieto, 1996; Sleeter, 1996; van Keulen, Weddington, & DeBose, 1998).

Dynamic Educational Contexts: Those school and community environments that have experienced rapid shifts in demographics, resources, and social demands, and are in a continual state of flux. Educational professionals must value and understand the implications of change in specific practical contexts, and in the context of community and society (Fullan, 1993, 1997).

Responsibilities of a University Supervisor

*Provide general guidance to a group of student teachers through:*

- Observation of work in classroom (classroom teaching/instruction) at least three times during the semester to make a fair and objective evaluation of their progress
- Grouping (leading/organizing) seminars of (for) student teachers when applicable
- Assessment and evaluation of student teacher. Observations should be recorded on the forms in the back of this handbook: the California Standards for the Teaching Profession Form, the Professional Disposition Rubric, and the Student Teaching Observation Form. (Additionally, the Student Teaching Grade Report Form must be completed and submitted – see *Evaluations* below).

*Analysis of observation may also include:*

- Individual conferences with student teacher
- Individual conferences with cooperating teacher
- Combined conferences with student teacher and cooperating teacher

*Participate with other university supervisors in the study and improvement of student teaching experience by:*

- Attending supervisor orientation
- Attending department meetings
- Establishing a working relationship with the cooperating teacher
- Establishing a working relationship with the principal
- Clarifying with the principal questions and suggestions regarding the placement of student teachers in the building

*Work with cooperating teacher by:*

- Providing specific help to cooperating teacher through individual conferences; supply materials, resources, and background information on the student teacher
• Serving as a liaison between the cooperating teacher and the University by explaining the University program to the cooperating teachers and communicating cooperating teacher’s general problems and feelings (questions and concerns) to the University

Evaluations
• Supervisors are responsible for discussing each written evaluation and the final grade with the student teacher. This may be done jointly with the cooperating teacher or at a separate conference with only the student teacher present.
• Final grades should be reported to your SPED 726 instructor on or before the last day of the student teaching assignment, unless otherwise directed by department program coordinator.

Student Teacher Responsibilities
Refer to the Student Teacher Handbook for information pertaining to student teacher responsibilities concerning attendance, appearance, calendar, liability, outside activities, termination/dismissal, substitute teaching, or work stoppage and/or strikes.

Final Grades
• Assign the final grade of the student teaching experience by using the Student Teacher Grade Report Form found in the back of this handbook
• Turn in grade and all observation forms to the SPED 726 instructor on or before appointed deadlines
• You are responsible for all records and materials collected for a period of one year

General Information

CA Standards for the Teaching Profession

Key elements of each standard are listed below for each of the six teaching standards. Student teachers should be reviewed for competency for each key element of each standard:

1. Engaging and supporting all students in learning
   a. Connecting students' prior knowledge, life experience, and interests with learning goals.
   b. Using a variety of instructional strategies and resources to respond to students' diverse needs.
   c. Facilitating learning experiences that promote autonomy, interaction, and choice.
   d. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
   e. Promoting self-directed, reflective learning for all students.

2. Creating and maintaining effective environments for student learning
a. Creating a physical environment that engages all students.
b. Establishing a climate that promotes fairness and respect.
c. Promoting social development and group responsibility.
d. Establishing and maintaining standards for student behavior.
e. Planning and implementing classroom procedures and routines that support student learning.
f. Using instructional time effectively.

3. Understanding and organizing subject matter for student learning
   a. Demonstrating knowledge of subject matter content and student development.
   b. Organizing curriculum to support student understanding of subject matter.
   c. Interrelating ideas and information within and across subject matter areas.
   d. Developing student understanding through instructional strategies that are appropriate to the subject matter.
   e. Using materials, resources, and technologies to make subject matter accessible to students.

4. Planning instruction and designing learning experiences for all students
   a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
   b. Establishing and articulating goals for student learning.
   c. Developing and sequencing instructional activities and materials for student learning.
   d. Designing short-term and long-term plans to foster student learning.
   e. Modifying instructional plans to adjust for student needs.

5. Assessing student learning
   a. Establishing and communicating learning goals for all students.
   b. Collecting and using multiple sources of information to assess student learning.
   c. Involving and guiding all students in assessing their own learning.
   d. Using the results of assessments to guide instruction.
   e. Communicating with students, families, and other audiences about student progress.

6. Developing as a professional educator
   a. Establishing professional goals and pursuing opportunities to grow professionally.
   b. Working with communities to improve professional practice.
   c. Working with families to improve professional practice.
   d. Working with colleagues to improve professional practice.
   e. Balancing professional responsibilities and maintaining motivation.

**School Site Visits**
For the actual school visit, the supervisor should always report to the principal’s office upon entering the school. If the principal is not in, leave a note or a message with someone that will notify the principal that you are in the building. This is a matter of
courtesy and communication that is important in school-University relationships. Visitors are sometimes asked to wear identification badges.

The first visit to a school should be completed during the first month of the semester. This visit should focus on personal acquaintance, rapport, review of necessary paperwork, discussion of a schedule for future visits, and review of the cooperating teacher’s plans for integrating the student teacher into the classroom if the student teacher is participating in a traditional student teaching experience. If the student teacher is teacher of record in his/her own classroom, arrange to meet the cooperating teacher before observing the student teacher.

The second, and third, and any subsequent visits should allow for a formal observation, written feedback, and individual conferences with the student teacher and the cooperating teacher. If necessary, a three-way conference may also be arranged. That decision is left to the discretion of the three people involved and will depend, in part, on time available as well as other working conditions. The main principle is that an evaluation should take place for the benefit and with the involvement of the person whose work is evaluated.

Information about individual student teachers and cooperating teachers should be shared in a professional manner for the sole purpose of helping to plan a desirable program. Constructive criticism is probably going to be expected by the student. In addition, verbal and written commendation should be given whenever appropriate.

For the final conference, attention is focused on major aspects of student teaching that have previously been identified as significant in judging progress. These areas appear in a checklist form on the Student Teaching Evaluation form found in the back of this handbook. The student teacher’s accomplishments and further needs in relation to expectations in teaching are reviewed. The university supervisor is responsible for translating this appraisal into a pass/fail grade for the student teaching practicum. This is always done in consultation with the cooperating teacher. If student teachers are involved in a continuous, evaluative process, they will recognize the fairness of final judgments about their progress, will understand the bases upon which these rest, and will be forewarned in all instances of unrealistic aspirations.

Student Evaluation of Supervisor
In addition to the Student Teaching Evaluation, which contains a self-evaluation section to be completed by the student, we ask the student to provide an evaluation of their University Supervisor. The data we receive will help us objectively evaluate the experience of the student teachers in the field. For your information, this form is included at the end of this handbook.

Issues of Concern
In keeping with the conceptual framework of all teacher education programs at SFSU, the following issues are mentioned to emphasize the commitment to the moral as well as the intellectual virtues of all teacher education students. These issues relate to the conduct of student teachers and must be of concern to all professionals involved in the training of
our future teachers and thus, the mission of teacher education at SFSU. Laws, policies and legislation have been developed in the following areas:

_Chemical Abuse._ Student teachers have the same responsibility as teachers in enforcing rules against the possession and consumption of chemical substances. They need to be made aware of district policies pertaining to these issues.

_Child Abuse._ Student teachers may be involved in recognizing signs of child abuse—physical, emotional, and/or sexual, as well as neglect. They need to know the proper procedures for reporting their observations. Student teachers need to confide their concerns to their cooperating teachers and follow the school district’s reporting policy.

_Harassment._ Student teachers will need to know what the roles of educators are in recognizing and reporting cases of harassment and how they must conduct themselves so as not to engage in harassment. The student teachers should be required to read the school district’s anti-harassment policy which covers harassment as prohibited by federal, state, and local laws. It is important for the student teachers to know whom to contact if harassment is directed toward themselves by other staff members or students.

_Professional Conduct._ Student teachers need to be aware that they will be held responsible for their actions, either verbal or physical, which result in the development of an inappropriate relationship with their student(s). It has been legally determined that teachers and student teachers are considered to be in a position of power over their students; therefore, their students are not considered able to make a consensual decision even if they are over the age of 18.

_Bloodborne Pathogens._ Student teachers need to be aware of possible occupational exposure to pathogenic microorganisms in human blood. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). They need to be aware of the school district’s Exposure Control Plan designed to eliminate or minimize exposure.

These are very dynamic areas, and the university supervisor needs to ensure that student teachers are aware of district policies, so that any actions taken are in compliance with the law and with school policy.

**Due Process for All Student Teachers**

It is very important that all supervisors and cooperating teachers follow the policy of due process for all student teachers. While due process is the right of every student and constitutes appropriate supervisory practice, it becomes especially critical in cases involving an appeal of a grade or dismissal of a student from a student teaching placement.

The following list summarizes the essential elements and identified practices necessary to ensure due process:
• Clinical education students must be provided a specific and complete statement of requirements and expectations (SPED 726).
• The student teacher must be provided a specific description of the competencies by which he or she will be evaluated, detailing the processes to be employed (SPED 726).
• Actual supervisor practice at both the school and college level must be consistent with published policy available to the student teachers in advance (Student Handbook).
• Orientation of student teachers should provide, in writing, supervisor and institutional requirements (Student Handbook and SPED 726).
• Supervisory observations should occur three times over the semester and be comprehensive, recorded on the Student Teaching Evaluation form found in the back of this handbook and followed up.
• Conferences should be held after observations and include a detailed written summary, with copies retained by student teacher and supervisor.
• Adequate conferring time must be provided throughout the program (SPED 726).
• Evaluation must be within the context of improvement of stated competencies.
• Supervisors should maintain continuing, factual, objective, written records on each student teacher they supervise, and the student teacher should always receive a copy.
• Student teachers should be informed in advance of the steps that will ensure due process for them.
• It should be made clear that student teaching experiences are courses within the curricular framework of the University and, as such, removal from student teaching does not require a full hearing if it is for academic reasons.
• Every effort should be made to allow student teachers to participate in decisions made about them and understand the data with which decisions were made.
• Student teachers may continue involvement in the clinical experience as long as they complete established requirements and demonstrate at least the stated minimum levels of competence.
• Student teachers may be removed from the clinical experience if it is determined that the pupils assigned to the setting are suffering from their presence.

The possibility of serious problems arising is remote, but supervisors need to be sure that due process is followed when necessary.

**Concerns about a Student Teacher's Performance**

Students may encounter difficulties once they begin student teaching. They may not be progressing as quickly as they should or perhaps they are not completing assigned responsibilities. Whatever the reason for concern, university supervisors need to communicate with the cooperating teacher as soon as possible. Often, additional attention provided at an early stage is all a student teacher requires. Some of the following actions *might* be tried:
• Do not let the student teacher teach unless someone has reviewed his/her lesson plans.
• Concentrate on just one or two critical concerns at a time and provide examples of best practices in those areas.
• Clarify and restate expectations in areas of concern and provide specific directions and deadlines.
• Encourage the student teacher to reflect on his/her teaching and make adjustments accordingly.
• Share professional development resources.
• Ask the student teacher to observe another teacher modeling specific instructional strategies.
• Have the student teacher videotape a lesson or activity and provide a self-assessment of his/her teaching performance.
• Decrease the student teacher’s teaching responsibilities so that he/she can focus on developing specific skills.

In more critical situations the university supervisor, the cooperating teacher, program faculty, and the student teacher need to work together on an appropriate plan of action. Actions may involve developing a contract outlining requirements, extending or changing the placement, or immediate withdrawal from the placement. Act immediately if you think that specific action needs to be taken; waiting too long may narrow the number of options available. Contact your program coordinator to ensure that you follow SFSU policy if you are considering the withdrawal of a student teacher.
STUDENT TEACHING PLACEMENT FORM

Semester Enrolled: Fall Spring, Year ______

Student Teacher Information

Name: __________________________________________________________
Home Address: __________________________________________________
_______________________________________________________________
_______________________________________________________________
Home Phone: ____________________________________________________
E-mail: _________________________________________________________

School Placement Information

School District: ________________________________________________
School Name: _________________________________________________
Principal Name: _______________________________________________
School Address: ________________________________________________
_______________________________________________________________
School Phone: _________________________________________________
Classroom Type: _______________________________________________
Grade Level(s): ________________________________________________

Cooperating Teacher Information

Name: _________________________________________________________
Position: _______________________________________________________
Contact Information: ____________________________________________

University Supervisor

Name: _________________________________________________________
Contact Information: ____________________________________________
STUDENT TEACHING EVALUATION

Semester Enrolled:  Fall  Spring, Year ______
Student Teacher Name: ____________________________________________
SFSU Supervisor Name: ____________________________________________
School Placement: _________________________________________________
Cooperating Teacher Name: _________________________________________

This form was completed by (check one):

Student Teacher:  Beginning  Middle  End
SFSU Supervisor:  Beginning  Middle  End
Cooperating Teacher:  Beginning  Middle  End

Student Teachers: Complete Section 1
Cooperating Teachers and SFSU Supervisors: Complete all sections

Section 1: California Standards for the Teaching Profession (CA-STP)

Rating Scale (1~5): 5 = Outstanding Performance, 1 = Needs Improvement

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engaging and supporting all students in learning</td>
<td></td>
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<tr>
<td>a. Connecting students’ prior knowledge, and life interests with learning goals</td>
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</tr>
<tr>
<td>d. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful</td>
<td></td>
</tr>
<tr>
<td>e. Promoting self-directed, reflective learning for all students</td>
<td></td>
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<tr>
<td>2. Creating and maintaining effective environments for student learning</td>
<td></td>
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<tr>
<td>a. Creating a physical environment that engages all students</td>
<td></td>
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<td></td>
</tr>
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<td>e. Planning and implementing classroom procedures and routines that support student learning</td>
<td></td>
</tr>
<tr>
<td>3. Understanding and organizing subject matter for student learning</td>
<td></td>
</tr>
<tr>
<td>a. Demonstrating knowledge of subject matter content and student development</td>
<td></td>
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<tr>
<td>b. Organizing curriculum to support student of subject matter</td>
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</tr>
<tr>
<td>c. Interrelating ideas and information within and across subject matter</td>
<td></td>
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<tr>
<td>d. Developing student understanding through instructional strategies that are appropriate to the subject matter</td>
<td></td>
</tr>
<tr>
<td>e. Using Materials, resources, and technologies to make subject matter accessible to students</td>
<td></td>
</tr>
<tr>
<td>Rating</td>
<td>Description of Standard</td>
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</tr>
</tbody>
</table>
| 4. Planning instruction and designing learning experiences for all students | a. Drawing on and valuing students' backgrounds, interests, and development learning needs  
| | b. Establishing and articulating goals for student learning  
| | c. Developing and sequencing instructional activities and materials for student learning  
| | d. Designing short-term and long-term plans to foster student learning  
| | e. Modifying instructional plans to adjust for student needs |
| 5. Accessing student learning | a. Establishing and communicating learning goals for all students  
| | b. Collecting and using multiple sources of information to assess student learning  
| | c. Involving and guiding all students in assessing their own learning  
| | d. Using the results of assessments to guide instruction  
| | e. Communicating with students, families, and other audiences about student progress |
| 6. Developing as a professional educator | a. Reflecting on teaching practices and planning professional development  
| | b. Establishing professional goals and pursuing opportunities to grow professionally  
| | c. Working with communities to improve professional practice  
| | d. Working with families to improve professional practice  
| | e. Working with colleagues to improve professional practice  
| | f. Balancing professional responsibilities and maintaining motivation |
### Section 2: Observation Notes

<table>
<thead>
<tr>
<th>Classroom Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-child relationship; facilitates child-child interaction / socialization; facilitates positive behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging; developmentally-functionally-age appropriate curriculum, lessons, activities, teaching strategies and modifications; appropriate assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization, schedules, routines, pacing, transitions</td>
</tr>
</tbody>
</table>

| Additional Comments                      |
Section 3: Professional Disposition Rubric

*Instructors/Supervisors: Mark each category with point score (2,1,0); any category marked with a “0” requires an action plan.*

<table>
<thead>
<tr>
<th>Category and Rating</th>
<th>Target (2 points)</th>
<th>Acceptable (1 point)</th>
<th>Unacceptable (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional and ethical conduct</strong></td>
<td>Candidate consistently listens attentively; understands and responds to feedback by making suggested changes; is solution-oriented; models integrity and ethical conduct.  - Candidate always is well-groomed and dresses professionally and appropriately (for field experience only).</td>
<td>Candidate listens to feedback; makes changes without being defensive; does not explain away behavior; demonstrates integrity and ethical conduct.  - Candidate dresses appropriately and practices personal good grooming habits (for field experience only).</td>
<td>Candidate reluctantly listens to or ignores constructive feedback; does not make suggested changes; becomes defensive or argumentative and makes excuses for behavior; conduct is unethical and/or disrespectful.  - Candidate disregards acceptable standards for professional dress/appearance and/or poor personal grooming (for field experience only).</td>
</tr>
<tr>
<td>Rating: __________ (of student teacher)</td>
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<td></td>
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</tr>
<tr>
<td><strong>2. Individual and cultural sensitivity</strong></td>
<td>Candidate always respects and values diversity; appreciates and responds to other’s perspective; models cultural sensitivity.</td>
<td>Candidate is appropriate when expressing his/her perspective; is sensitive to other’s feelings and perspectives; is culturally aware.</td>
<td>Candidate is judgmental and inappropriate or inflexible in response to others’ feelings and perspectives; culturally naïve and/or insensitive.</td>
</tr>
<tr>
<td>Rating: __________ (of student teacher)</td>
<td></td>
<td></td>
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<tr>
<td><strong>3. Work habits</strong></td>
<td>Candidate is consistently and independently reliable, punctual, and follows through on commitments; exhibits exemplary organization and time management skills.</td>
<td>Candidate’s work habits and follow through are consistent with minimal support; is organized and utilizes a time management system.</td>
<td>Candidate is excessively unreliable and/or disorganized; disregards time commitments, and/or fails to follow through on work assignments.</td>
</tr>
<tr>
<td>Rating: __________ (of student teacher)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>4. Effective Communication</strong></td>
<td>Candidate communicates clearly in an open and respectful manner with students, peers, professionals, families, and supervisors; asks questions and seeks information appropriately; carefully considers the communication context and makes appropriate adjustments.</td>
<td>Candidate communicates with others, shares ideas, and/or asks questions appropriately, matching communication with context.</td>
<td>Candidate’s communication is unclear, closed, disrespectful, garrulous, offensive, and/or contextually inappropriate.</td>
</tr>
<tr>
<td>Rating: __________ (of student teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category and Rating</td>
<td>Target (2 points)</td>
<td>Acceptable (1 point)</td>
<td>Unacceptable (0 points)</td>
</tr>
<tr>
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<tr>
<td>5. Self-reflection</td>
<td>Candidate is insightful in examining on his/her psychological, emotional, and professional characteristics and thinking how these characteristics impact others; takes the initiative for personal and professional growth.</td>
<td>Candidate reflects on his or her psychological, emotional, and professional characteristics and monitors the impact on classroom and the larger professional environment.</td>
<td>Candidate does not recognize the importance of self-reflection and does not show a willingness and/or ability to grow personally or professionally.</td>
</tr>
<tr>
<td>Rating: _______ (of student teacher)</td>
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</tbody>
</table>

6. Collaboration  

Candidate initiates and participates in collaborative efforts with others; encourages input from others; participates in problem solving; shares responsibilities and is flexible in performing various roles.  

Candidate is able to work in a collaborative manner and can contribute as a member of a team.  

Candidate has difficulty or is rigid in working with others—individually or in teams; ineffective in group problem solving; is unable or unwilling to accept his/her share of group responsibilities. 

Rating: _______ (of student teacher)  

Note: These dispositions reflect the standards of the Council for Exceptional Children and are required to be demonstrated in all program-related activities (classes, field experiences, advising meetings, etc.). The descriptions outlined in the disposition rubric are general in nature. These indicators are not an exhaustive list. Students who fail to meet any one of these required dispositions may not be allowed in the M.Ed. in Special Education program.

With my signature, I acknowledge that I have reviewed this document with my instructor/supervisor.

Student Teacher Name ________________________________ Date ____________________

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SFSU Mild/Moderate Program Spring ’08  

Student Teaching Evaluation  

5 of 4
STUDENT TEACHING GRADE REPORT FORM
San Francisco State University
Mild / Moderate Special Education Program

Student Teacher Name: ________________________________
SFSU Supervisor Name: ________________________________
Semester Enrolled: ________________________________
School Placement: ________________________________
Type of Classroom: ________________________________
Grade Levels: ________________________________
Cooperating Teacher Name: ________________________________

This Student Teacher has successfully completed the following (check response):

<table>
<thead>
<tr>
<th>STUDENT TEACHING NOTEBOOK / PROFESSIONAL PORTFOLIO DOCUMENTS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 – Personal Documents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Placement Form</td>
<td></td>
<td></td>
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<tr>
<td>Current Resume</td>
<td></td>
<td></td>
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<tr>
<td>Statement of Philosophy of Education</td>
<td></td>
<td></td>
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<tr>
<td>Letters of reference, documentation of work, observation/participation tracking sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section 2 – Teaching Documents/Artifacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts with description and reflection statements for each of the six teaching standards</td>
<td></td>
<td></td>
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<tr>
<td>SFSU Supervisor observations with corresponding lesson plans (3-4 sets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher observations with corresponding lesson plans (2 sets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Monitoring Form (or equivalent)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Section 3 – Administrative Documents</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student Teaching Grade Report</td>
<td></td>
<td></td>
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<tr>
<td>Student Teaching Contact Hours (documenting 180 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCTC Standards Forms - completed by Student Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCTC Standards Forms - completed by Cooperating Teacher</td>
<td></td>
<td></td>
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<tr>
<td>CCTC Standards Forms - completed by SFSU Supervisor</td>
<td></td>
<td></td>
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<tr>
<td>Preliminary Induction Form</td>
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<thead>
<tr>
<th>STUDENT TEACHING EXPERIENCE</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated teaching competence and therefore, has passed student teaching (SPED 730)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If student was not successful in all areas listed above, please describe the situation and action to be taken.

Additional comments concerning the student’s performance.

________________________________________________________________________

________________________________________________________________________

Signature of University Supervisor ________________________________ Date_________________
EVALUATION OF UNIVERSITY SUPERVISORS FORM

Supervisors need feedback to improve their skills just as do teachers in training. Please provide that feedback by carefully evaluating the performance of your university supervisor.

University Supervisor’s name: _______________________________

Semester: Fall  Spring, Year ______

<table>
<thead>
<tr>
<th>A. ORGANIZATION</th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided information on field requirements as needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Facilitated trainee integration into field if applicable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Scheduled observation visits were kept and on-time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. INSTRUCTION</th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helpful with instructional observations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Provided support when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Provided information relevant strategies/resources when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. FEEDBACK</th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observations were unobtrusive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Contact was unavailable within a reasonable time when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Provided constructive oral feedback/discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Provided constructive written feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Overall quality of feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. SUPERVISING STYLE</th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approachable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Dependable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Observed field rules/routines</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Solicited trainee feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Solicited mentor teacher feedback if applicable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Supported trainee’s efforts to develop teaching skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Resolved disagreements satisfactorily</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. “Other” (Supervisor)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
What did the supervisor do best?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was the least helpful?

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________________________________________________________________________

What additions, changes, improvements would you suggest?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________