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Description automatically generated

## Student Teacher Evaluation of University Supervisor

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| --- | --- |
| Cooperating Teacher: | Date: |
| University Supervisor: | Teacher Candidate: |
| School: | District: |

*Please complete the following evaluation of the University Supervisor and submit to the Program Director at the conclusion of each placement.*

To what extent did the USU University Supervisor:

1. Effectively communicate expectations for student teaching:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

2. Provide information on your performance in the classroom after an evaluation:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

3. Provide relevant and useful feedback:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

4. Contributed positively to the student teaching experience:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

5. Provide specific feedback/strategies to improve your performance:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

6. Ask for ways to support your Cooperating Teacher:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

7. Maintained an attitude of encouragement and showed interest in your progress:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

8. Provide multiple means of communication (email, telephone, face-to-face):

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

9. Maintain ongoing communication with you throughout the program:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

10. Please share anything else you feel that the Program Director should know about your University Supervisor:

Student Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



## Student Teacher Evaluation



Student Teacher/Intern:

School and Class: Observation Date:

Cooperating Teacher:

Principal:

Uni. Supervisor:

Directions: Please highlight the appropriate box for what is witnessed during the lesson.

Completed By: \_\_Student Teacher \_\_ Cooperating Teacher \_\_University Supervisor

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **USU PLOs** | **Emerging**  **(1)** | **Exploring**  **(2)** | **Applying**  **(3)** | **Integrating**  **(4)** |
| **PLO 1 – Student Engagement**  Students will engage and support all learners. | | | | |
| 1.1 Use inclusive strategies to engage students by integrating prior experiences, interests, and social-emotional needs while applying UDL and MTSS principles (TPE 1.1, 1.4, 1.5, 1.7). | Minimal use of inclusive strategies, showing limited understanding. | Some inclusive strategies are used but are inconsistently or superficially applied. | Regularly uses inclusive strategies, demonstrating solid understanding and application. | Masterfully integrates inclusive strategies, adapting to diverse learner needs seamlessly. Opportunities to engage diverse learners were included. |
| 1.2 Engage students by making accommodations, maintaining communication with families, connecting subject matter to real-life contexts, and using research-based approaches (TPE 1.2, 1.3, 1.6, 1.8). | Minimal accommodations were identified, with limited application to student needs. | Identifies some accommodations and applies them with moderate effectiveness. | Identifies and effectively applies appropriate accommodations for diverse needs. | Identifies and expertly applies accommodations, anticipating student needs. |
| **PLO 2 – Learning Environment**  Students will establish an effective learning environment. | | | | |
| 2.1 Develop a learning environment with effective classroom management, clear expectations, and positive, culturally responsive interactions (TPE 2.2, 2.5, 2.6). | Basic classroom management skills with limited effectiveness. | Demonstrates inconsistent classroom management with occasional lapses | Effectively manages classroom, creating an environment conducive to learning. | Creates a dynamic and highly effective learning environment, fostering student engagement. |
| 2.2 Foster a positive and inclusive climate with interventions, conflict resolution, and resources for trauma, homelessness, and other challenges (TPE 2.1, 2.3, 2.4). | Limited efforts to create a positive and inclusive classroom climate. | Provides some efforts to foster inclusivity and positivity, with variable success. | Consistently fosters a positive and inclusive classroom climate. | Excels in creating a welcoming, inclusive, and positive classroom environment for all students. |
| **PLO 3 – Understanding and Organizing Subject Matter**  Students will apply subject matter expertise to facilitate learning. | | | | |
| 3.1 Demonstrate subject matter expertise and align instruction with current pedagogy and standards, adapting to diverse learners (TPE 3.1, 3.3, 3.5). | Demonstrates basic subject matter knowledge with some gaps. | Shows inconsistent subject matter expertise when facilitating learning effectively. | Applies strong subject matter expertise to facilitate learning effectively. | Expertly applies deep subject matter knowledge, facilitating exceptional learning experiences. |
| 3.2 Design lessons integrating subject matter expertise, accommodations, diverse methods, and technologies to engage students (TPE 3.2, 3.4, 3.6, 3.7, 3.8). | Lessons show limited integration of subject matter expertise. | Integrates subject matter expertise inconsistently, with moderate student engagement. | Regularly integrates subject matter expertise into engaging and relevant lessons. | Seamlessly integrates deep subject matter expertise, creating highly engaging and relevant lessons. |
| **PLO 4 – Planning Instruction**  Students will craft appropriate learning experiences differentiated to diverse learners. | | | | |
| 4.1 Design developmentally appropriate, differentiated instruction integrating cross-disciplinary content and utilizing technology, materials, and modifications (TPE 4.2, 4.3, 4.4, 4.5). | Limited differentiation of learning experiences to address diverse needs. | Some differentiated learning experiences, but with inconsistencies in meeting diverse needs. | Consistently crafts differentiated learning experiences for diverse learners. | Expertly differentiates learning experiences, meeting the diverse needs of all learners. |
| 4.2 Align lessons that reflect collaboration with colleagues, state standards, and the use of ISTE standards (TPE 4.1, 4.6, 4.7, 4.8). | Lesson plans are missing some elements or are not well aligned. | Lesson plans are mostly aligned and complete. | Lesson plans are consistently aligned and complete. | Lesson plans are expertly aligned and complete. |
| **PLO 5 – Assessing Students**  Students will effectively evaluate student learning outcomes. | | | | |
| 5.1 Design and administer evaluations that engage students in self-assessment, using technology for administration, analysis, and communication (TPE 5.1, 5.3, 5.4, 5.8). | Uses limited or ineffective evaluation methods. | Employs some effective evaluation methods, but inconsistently. | Consistently uses effective evaluation methods to assess student learning outcomes. | Innovatively uses diverse and effective evaluation methods to assess outcomes comprehensively. |
| 5.2 Collect and analyze assessment data to adjust instruction, provide timely feedback for student growth, and support English learners and students with disabilities. (TPE 5.2, 5.5, 5.6, 5.7). | Provides minimal or unclear feedback with limited influence on student growth. | Gives some constructive feedback, with a variable influence on student growth. | Regularly provides clear and constructive feedback that supports student growth. | Delivers insightful and influential feedback that significantly enhances student growth. |
| **PLO 6 – Developing as a Professional Educator**  Students will commit to pursuing professional development as educators. | | | | |
| 6.1 Commit to professional development by setting goals, communicating with colleagues, and adhering to professional conduct standards (TPE 6.3, 6.4, 6.6). | Shows minimal engagement in professional development activities. | Participates in professional development sporadically, with limited application. | Actively engages in professional development and applies learning to practice. | Demonstrates a strong and ongoing commitment to professional growth, proactively seeking and integrating new learning effectively |
| 6.2 Reflect on teaching practices to improve effectiveness, uphold ethical behavior, and analyze how education context influences governance and finance. (TPE 6.1, 6.2, 6.5, 6.7). | Rarely reflects on teaching practices, with limited improvement. | Occasionally reflects on teaching practices, showing some improvement. | Regularly reflects on and improves teaching practices based on insights gained. | Continuously reflects on and innovates teaching practices, demonstrating significant and sustained improvement. |
| **PLO 7 – Literacy Instruction**  Students will implement effective literacy instruction strategies to support the diverse needs of all students. | | | | |
| 7.1 Implement evidence-based literacy strategies that support diverse needs, adhering to standards and dyslexia guidelines, and incorporating culturally sustaining practices (TPE 7.1, 7.2, 7.3, 7.4). | Uses few literacy instruction strategies with limited effectiveness. | Employs some literacy instruction strategies, but inconsistently supports diverse needs. | Regularly uses effective literacy instruction strategies to support diverse student needs. | Masterfully implements diverse and effective literacy strategies, meeting the needs of all students. |
| 7.2 Integrate literacy instruction across the curriculum, developing foundational skills and fostering language development using home languages and dialects (TPE 7.5, 7.6, 7.7, 7.8, 7.9). | Literacy instruction is minimally integrated across the curriculum. | Integrates literacy instruction in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning. |
| 7.3 Integrate literacy instruction for English learners and students with reading difficulties by using formative assessments and providing ELD that supports cultural and linguistic assets (TPE 7.10, 7.11). | Literacy instruction for English learners and students with reading difficulties is minimally integrated across the curriculum. | Integrate literacy instruction for English learners and students with reading difficulties in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum for English learners and students with reading difficulties. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning for English learners and students with reading difficulties. |

**Comments:**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



## Student Teacher Improvement Plan

Date:

Student Teacher:

Cooperating Teacher:



University Supervisor:

Program Director:

School:

Grade:

Subject(s):

Targets (Please include any dates by which targets should be reached.)

Improvement Strategies:

Assessment of strategies:

Final Assessment Conference Date:



Student Teacher Signature Cooperating Teacher Signature



University Supervisor Signature Program Director Signature

## Individualized Development Plan (IDP)

|  |  |
| --- | --- |
| CANDIDATE INFORMATION | |
| Name: | Student ID #: |
| Phone: | Personal e-mail: |
| Address: | |
| UNIVERSITY CONTACT INFORMATION | |
| United States University, College of Education  404 Camino del Rio South, San Diego, CA 92108  Main Phone: (888) 313-0885 | Program Contact: Dr. Joanna Simpson  E-mail: Joanna.Simpson@usuniversity.edu  Department Phone: (855) 258-5608 |
| PROGRAM AND CREDENTIAL INFORMATION | |
| Program Enrollment Dates: | Program Pathway: Traditional ☐  Intern ☐ |
| Base credential:  Multiple Subject ☐  Single Subject ☐ | All candidates will receive the English Learner Authorization (ELA) with their base credentials. Please check ☐ if you are adding Bilingual Authorization in Spanish. |
| Additional authorization(s) sought and CSETs completed/pending (ex. Subject Matter Authorization, etc.): | |
| Supervised Student Teaching received during program enrollment included (check all that apply):  In-Person ☐ Virtual ☐ | |
| Upon completion of my preparation program, the university will be submitting my recommendation for the following CTC document: | |
| ☐ No Credential – I have not passed the EdTPA or met all requirements for the P5 credential, and I understand that I will not receive my credential until all requirements are met on the Student Teaching Checklist:<https://forms.gle/48xmApCwFM1fhhPk8> | |
| ☐ Preliminary Credential (P5) – *for candidates who have passed EdTPA and RICA (MS candidates) only* | |
| ☐ Preliminary Credential (P5) – *for candidates who have passed EdTPA (SS candidates) only*  o Art  o Dance  o English  o Foundational Level Science  o Foundational Level Mathematics  o Health Science  o Mathematics  o Music  o Physical Education  o Science: Biological Science  o Science: Life Science  o Science: Chemistry  o Science: Geosciences  o Science: Earth and Space Science  o Science: Physics  o Social Science  o Theatre | |

Directions: Based on evidence gathered during your credential program, including your fieldwork experiences, describe 2-3 strengths and their implications and 1-2 needs in relation to the California Standards for the Teaching Profession and Teacher Performance Expectations (TPEs). Based on your self-evaluation, create a goal for professional growth related to each section’s content.

TPE 1: Engaging and Supporting All Students in Learning

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| Experience/Strengths: |
| 1) |
| 2) |
| Needs/Goals for Professional Growth: |

TPE 2: Creating and Maintaining Effective Environments for Student Learning

|  |
| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs/ Goal(s) for Professional Growth: |

TPE 3: Understanding and Organizing Subject Matter for Student Learning

|  |
| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs/ Goal(s) for Professional Growth: : |

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

|  |
| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs/ Goal(s) for Professional Growth: |

TPE 5: Assessing Student Learning

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| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs: |
| Goal(s) for Professional Growth: |

TPE 6: Developing as a Professional Educator

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| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs/ Goal(s) for Professional Growth: |

TPE 7: Literacy Instruction

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| --- |
| Experience/Strengths: |
| 1) |
| 2) |
| Needs/ Goal(s) for Professional Growth: |

|  |  |
| --- | --- |
| APPROVAL | |
| University Supervisor Name: | University Supervisor Signature and Date: |
| Cooperating Teacher/Site Supervisor Name: | Cooperating Teacher/Site Supervisor Signature and Date: |

Attestation. I attest that this Individualized Development Plan (IDP) contains the collaborative efforts of the candidate, preparation program, program supervisor, and fieldwork supervisor(s). I understand that my Individualized Development Plan is a portable document that will be archived by my preparation program and may be provided to me for transmission to my induction program and employer. I will also maintain a record of my completed Individualized Development Plan and understand that I must provide this document to my induction program.

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Student Name Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

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## Student Teaching Handbook Acknowledgement

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and acknowledged the handbook.

Name:

Date:

Please email this form to [OEPP@usuniversity.edu](mailto:OEPP@usuniversity.edu)

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# Record of Changes

|  |  |  |
| --- | --- | --- |
| Date | Change | Page Number |
| 07/31/24 | COE Administration - added Brenda  Teacher Performance Expectations (TPES) (Program Learning Outcomes) - TPE 7 addition;  Course Registration deleted  Admissions deleted  IDP - added TPE 7 | 11  12  15  15  102 |
| 08/01/24 | Student Teaching Requirements  CL-911 Secondary Scoring  SONIA  Outstanding CT/SS Award  Subject Matter Verification  Student Teacher Evaluation | 23  44  50  52  53  96 |
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