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Master Teacher:	Supervisor:	School:

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice teachers, 2=Developing skills







## Module 3: Weeks 12-15

STUDENT ENGAGEMENT	N/A	1	2	3	4
HLPs x Use strategies to promote active student engagement					
48. Generates focus with positive attention cue(s)					
49. Uses cognitively age-appropriate activities or assignments (TPE 4.1)					
50. Creates productive student groups that are appropriate to the learning goals of the lesson (TPE 1.4, 1.6)					
51. Uses materials and resources to engage students (TPE 1.1, 1.3, 1.4, 1.6)					
52. Provides students opportunities to integrate understanding (TPE 1.1, 1.6)					
53. Links with prior academic learning (U TPE 1.1, 1.3)					
54. Links with students' personal, cultural, or community assets (TPE 1.1, 1.6)					
55. Elicits student responses by asking open-ended questions (TPE 1.5)					
56. Builds on student responses by extending or clarifying (TPE 1.5)					
57. Creates opportunities for critical thinking, inquiry and problem solving (U TPE 1.5)					
58. Uses student interests (U TPE 1.1, 1.6)					
59. Supports students in self-assessment (TPE 5.3)					

collectivelearningneedsrelatedto



For MID-SEMESTER evaluations master teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their master teacher and university supervisor at MID-SEMESTER and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the master teacher and university supervisor with evidence to support their assessments.

The evaluations are organized according to the California Standards for the Teaching Profession, which also align with Council for Exceptional Children (CEC) standards.

CSTPs California Standards for the Teaching Profession	CEC Council for Exceptional Children
<ol style="list-style-type: none"><li>1. Engaging and Supporting All Students</li><li>2. Creating and Maintaining Effective Environments</li></ol>	<ol style="list-style-type: none"><li>1. Learner Development and Individual Learning Differences</li><li>2. Learning Environments</li></ol>

**MID-SEMESTER**  
**Field Experience Evaluation Form**  
 Urban Dual Credential Program

Teacher Candidate	
Mentor Teacher	
University Supervisor	
School Site	

Course	Semester
UDCP 420 (general education)	
UDCP 422 (mild/moderate)	
UDCP 423 (moderate/severe)	

Strengths	
1.	
2.	
3.	

Areas for Development	
1.	
2.	
3.	

MID-TERM and FINAL evaluations request that mentor teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their master teacher and supervisor at MID TERM and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also



CSTP 1-Engaging and Supporting All Students: Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Master Teacher:

University Supervisor:

Student Teacher:

Areas for Further Development:

Master Teacher:

University Supervisor:

StudentTeacher:

CSTP 3-Understanding and Organizing Subject MatterApplication of Content: Teachers exhibit depth

University Supervisor:



development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
CEC Standard 6-Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score

Areas of Strength:

Master Teacher:

University Supervisor:

Student Teacher:

Areas for Further Development:

Master Teacher:

University Supervisor:

Student Teacher:

Professional Dispositions	1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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