



SCHOOL OF EDUCATION

COOPERATING TEACHER'S REPORT of TEACHER CANDIDATE'S PROGRESS
Single Subject Program

Instructions: To be completed by the cooperating teacher and returned by e-mail to the university supervisor and on-site liaison the first Friday of each month. Thank you for your support!

Cooperating Teacher Today's Date
Teacher Candidate School
Teacher candidate attendance, indicate: (P) Present | (L) Late | (A) Absent

For weeks of: # Days present # Days late #Days absent

Rate your teacher candidate's progress so far:

- Extraordinary effort Meeting expectations
Meeting most expectations Meeting few expectations

Note areas of your teacher candidate's strengths:

Note areas of needed additional growth:

Check the co-teaching models you have used during this reporting time.

Table with 4 columns: Co-teaching Model Used, Frequently, Occasionally, Not Yet. Rows include Supportive, Complementary, Parallel, and Team models.

Do you need to speak with the University Supervisor? Yes No

Please Check any TPEs observed or discussed (a sample descriptor is included-see full text on forms page <http://www.csusm.edu/soe/credential/singlesubject/clinicalpractice.html>)

Check or put date in space provided:

- _____ **TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**
Understands and uses the state-adopted academic content standards
- _____ **TPE 2 - Monitoring Student Learning During Instruction**
Consistently paces instruction appropriately and re-teaches content based on evidence.
- _____ **TPE 3 - Interpretation and Use of Assessments**
Consistently includes assessment in planning
- _____ **TPE 4 - Making Content Accessible**
Uses multiple ways to reinforce the content of the standard
- _____ **TPE 5 - Student Engagement**
Actively involves students with the lesson
- _____ **TPE 6 - Developmentally Appropriate Teaching Practices**
- _____ **TPE 6C - Developmentally Appropriate Practices in Grades 9-12**
Understands the importance of the developmental age of the learners
- _____ **TPE 6D - Special Education**
Understands and applies principles of universal design to differentiate instruction
- _____ **TPE 7 - Teaching English Learners**
Applies pedagogical theories, principles and instructional practices in English Language Development in accord with state adopted standards
- _____ **TPE 8 - Learning about Students**
Uses formal and informal methods to learn about students to assess students' prior mastery
- _____ **TPE 9 - Instructional Planning**
Consistently establishes short and long term goals
- _____ **TPE 10 - Instructional Time**
Appropriately allocates instructional time to maximize student achievement
- _____ **TPE 11 - Social Environment**
Establishes and maintains a positive environment for learning
- _____ **TPE 12 - Professional, Legal, and Ethical Obligations**
Applies professional and ethical obligations
- _____ **TPE 13 - Professional Growth**
Uses reflection and feedback to improve teaching practice and subject matter knowledge
- _____ **TPE 14 - Educational Technology**
Adjusts the use of technology to resources available to optimize learning opportunities
- _____ **TPE 15 - Social Justice**
Values and uses socially equitable teaching, learning, and schooling in a variety of organizational settings
- _____ **TPE 16 – Biliteracy (BCLAD Candidates only.)**
Applies pedagogy, theories, and principles for biliteracy programs