



CSU Pueblo School of Education Supervisor Packet Alternative Licensure

Contents and Deadlines:

School of Education Standards

Program Dispositions

Four Formal Observation Forms (2 before Midterm and 2 after Midterm)

One Midterm Evaluation Sheet.

- Completed week 7-8

One Final Evaluation Sheet (Final eval submitted by supervisor)

- Completed week 15

One Semester Grade Assignment Sheet

- Completed week 15

Supervisor Timesheet (3)

- 15 hours required

Improvement Plan Document (available upon request)

Completed packet submitted by the end of finals week.

Please adhere to all deadlines. Any request for extension must be approved by the Director of Student Teaching.



Guidelines for Supervision

Concerns should immediately be brought to the Director of Student Teaching & Experiential Programming or the Associate Dean for support or guidance.

- All forms should have signatures from all parties (typed will suffice if completing forms digitally)
- Observations should be spread out over the semester – you may complete more if you like as supplemental documentation
- Please complete and turn in the packet as one document unless you need to complete additional forms. Your packet is the OFFICIAL copy of the midterm, final, final grade, hour log
- You are asked to complete a **minimum of 15 hours of supervision** over the semester as required for the candidate's licensure.
- You should observe or be in contact with your candidate every week if possible



School of Education Standards

The School of Education is a standards and performance-based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce teachers of quality and distinction, the program has adopted the Teacher Quality Standards (TQS) that have been approved by the Colorado Department of Education. Each standard has been articulated into a series of performance-based elements that all students must achieve before completing the program.

Teacher Quality Standards

Graduates of the School of Education at Colorado State University Pueblo build effective learning communities in which all learners thrive and develop to their maximum potential. In accomplishing this, graduates demonstrate mastery of the following:

<p>TQS I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	I.A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.
	I.B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
	I.C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.
<p>TQS II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	II.A. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
	II.B. Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners.
	II.C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
	II.D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.



TQS III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	III.A. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.
	III.B. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
	III.C. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
	III.D. Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
	III.E. Teachers provide students with opportunities to work in teams and develop leadership.
	III.F. Teachers model and promote effective communication.
TQS IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	IV.A. Teachers demonstrate high standards for professional conduct.
	IV.B. Teachers link professional growth to their professional goals.
	IV.C. Teachers are able to respond to a complex, dynamic environment.
	IV.D. Teachers demonstrate leadership in the school, the community, and the teaching profession.



Program Dispositions

In addition to the TQS, the program has adopted a set of teaching dispositions that must also be demonstrated to complete the program successfully. These dispositions and how they will be evaluated are shown below.

Key to Evaluation



Cruise Control! *Excellent performance on the disposition.*

Go! *Satisfactory performance on the disposition.*

Caution! *Growth opportunity on the disposition.*

Stop! *Severe Concern on the disposition.*

Parked. *No opportunity to observe the disposition.*

A. Growth Mindset

1. Approaches situations with an open mind.
2. Demonstrates flexibility in thinking and behavior.
3. Views challenges as opportunities.
4. Focuses on the process, not the end result.
5. Is inspired by others' success.
6. Learns and grows from failures.
7. Steps out of comfort zone.

B. Professional Behaviors

1. Aware of program policies and professional practices.
2. Demonstrates the emotional intelligence required of professional educators.
3. Models an excitement for teaching and learning.
4. Engages in critical inquiry related to the teaching and learning community.
5. Is well-groomed and dresses professionally, appropriate to the site and content.
6. Models democratic ideals personally and professionally.

C. Work Ethic

1. Attends on time and remains for the duration.
2. Engages throughout.
3. Works effectively with appropriate supervision.
4. Takes initiative.
5. Advocates for self.

D. Responsiveness

1. Responds in a caring manner towards K-12 students, peers, and other learning community members.
2. Articulates own opinions, feelings, and needs while demonstrating sensitivity to others' opinions, feelings, and needs.

E. Communication

1. Uses professional oral expression in public settings (including digital media).
2. Uses professional written expression in public settings (including digital media).
3. Practices active listening.
4. Respects the input of others.



Formal Lesson Observation #1

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
F - Teachers model and promote effective communication.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.		
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
Overall Lesson Rating	<input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Overall Comments

University Supervisor

Alternative Licensure Teacher

Mentor Teacher



Formal Lesson Observation #2

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
F - Teachers model and promote effective communication.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.		
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
Overall Lesson Rating	<input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Overall Comments

University Supervisor

Alternative Licensure Teacher

Mentor Teacher



Formal Lesson Observation #3

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
F - Teachers model and promote effective communication.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.		
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
Overall Lesson Rating	<input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Overall Comments

University Supervisor

Alternative Licensure Teacher

Mentor Teacher



Formal Lesson Observation #4

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Basic <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Advanced <input type="checkbox"/> Not Observed	



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.		
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.		
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
F - Teachers model and promote effective communication.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.		
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Not Observed	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced
Overall Lesson Rating	<input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced



Overall Comments

University Supervisor

Alternative Licensure Teacher

Mentor Teacher



Informal Teacher Lesson Observation

Student Name

Date

Grade/Subject

University Supervisor

School

Mentor Teacher

Directions: To complete this form, please observe the intern for a period equivalent to one entire lesson. Please provide specific feedback on the intern’s performance based on CSU Pueblo Teacher Quality Standards. Standard I – Teachers demonstrate mastery of and pedagogical expertise in the content they teach; Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students; Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students; Standard IV – Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Section one: Cite specific standards and comment on the lesson's strengths.

Standard(s)	Comments:
<input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV	

Section Two: Citing specific standards and provide recommendations for improving teaching performance.

Standard(s)	Comments:
<input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV	

University Supervisor

Alternative Licensure Teacher



Student Name _____ Alternative Licensure Teacher _____ Date _____

University Supervisor _____ School _____ Grade Level/Subject _____

Mid-Term Evaluation

Directions: This form must be completed collaboratively between the university supervisor and the Cooperating teacher. To determine proficiency, all documents are to be reviewed during the completion of this form. These include Cooperating teacher lesson evaluations, supervising teacher evaluations, students’ teacher lesson plan book, and portfolio (with the teacher work sample.) The CSU-Pueblo Student Teaching Evaluation Rubrics will need to be used in determining a student teacher’s performance. **If any Standard receives a score below a 2, a Support Plan is required. Points may be in quarter points.**

1 = Basic, 2 = Developing, 3 = Proficient, 4 = Advanced

STANDARD	SCORE
Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.	
Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	

Alternative Licensure Teacher _____

University Supervisor _____



Student Name	Mentor Teacher	Date
University Supervisor	School	Grade Level/Subject

Final Evaluation

Directions: This form must be completed collaboratively between the university supervisor and the Cooperating teacher. To determine proficiency, all documents are to be reviewed during the completion of this form. These include Cooperating teacher lesson evaluations, supervising teacher evaluations, students’ teacher lesson plan book, and portfolio (with the teacher work sample.) The CSU-Pueblo Student Teaching Evaluation Rubrics will need to be used in determining a student teacher’s performance. **If any Standard receives a score below a 2, a Support Plan is required. Points may be in quarter points.**

1 = Basic, 2 = Developing, 3 = Proficient, 4 = Advanced

STANDARD	SCORE
Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.	
Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	

Alternative Licensure Teacher	University Supervisor
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CSU Pueblo School of Education Program Alternative Licensure Candidate Final Grade Assignment

Student Name

Mentor Teacher

Date

University Supervisor

School

Grade/Subject

Final Grade Assignment

____ **A** Excellent Performance in areas. All evidence indicated that the ALC candidate earning an A will be successful as a first-year teacher, performing in all areas on the CSU-Pueblo standards independently. An A student may need professional development on unique district curricula or programs. A student receiving a grade of A has completed all responsibilities of student teaching and of the university at excellent levels of performance.

____ **A-** Excellent Performance. Evidence indicated that the ALC candidate would be successful as a beginning teacher, performing proficiently on all standards at the completion of student teaching. However, the student may still need mentoring support in at least one area. This support or mentoring would be typical for first-year teachers. A student receiving a grade of A- has completed all responsibilities of student teaching and of the university at high levels of performance, though this might not be consistent throughout the experience.

____ **B+** Good performance. The preponderance of evidence indicates the ALC candidate was proficient in all or a sufficient number of standards at the end of student teaching to be a successful first-year teacher.

____ **B** However, one or more areas may not show consistent excellence and may require continuing support for the first-year teacher to be independent and consistently successful.

____ **B-** A ALC candidate might also receive a grade in the B range if he/she completed the supervisor's or the university's requirements adequately, but not at an A level.

____ **C+** Satisfactory Performance at the completion of student teaching. A supervisor will assign a grade in the C range if he/she believes that the ALC candidate will not be a successful, independent beginning teacher in one or more areas, even with the typical support schools offer beginning teachers.

____ **C** A ALC candidate receiving a C may perform at a proficient level on the majority of standards, and even all the standards, at the completion of student teaching but this performance may not be consistent enough for supervisors to be able to predict future success. An ALC candidate may receive a grade in the C range if he/she is proficient, or even advanced, in all areas but has not completed routine or assigned requirements. ALC candidates receiving a grade in the C range may or may not be recommended for licensure based on the individual's performance.

____ **D** Poor/Failure Performance at the completion of student teaching. An ALC candidate who has been

____ **F** Removed from student teaching must receive a grade in this range

Recommended for License:

____ Yes

____ No

Supervisor Signature



School of Education SUPERVISOR TIME SHEET

Student's Name: _____ Date: _____

Mentor Teacher: _____

Supervisor's Name: _____

School: _____ Grade/Subject: _____

Date	Time Began	Time Ended	Total Time Hrs./Min.	Activities	Signature
Total Time this page					

Required: 15 hrs.

Total Time: _____

Page: _____ of _____



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