



ASSESSMENT OF CANDIDATE PERFORMANCE IN FIELD EXPERIENCE/STUDENT TEACHING

MID SEMESTER REVIEW

FINAL/SEMESTER END

Candidate: _____ Date: _____

Completed by: _____ Signature: _____

Candidate

University Supervisor

Mentor Teacher

University Liaison

First semester/initial field experience:

401 413 414 420A 430A 434A 470A 470B 474A

Culminating student teaching experience:

415 420B 421 430B 434B 471A 471B 472 473 474B 475

DEFINITION OF TERMS

Beginning:

is aware of, or is beginning to develop the practices described in this standard

Developing:

is moving toward more self-direction and independence in his/her practice

Maturing:

uses knowledge of subject matter and language demands to support students

Integrating:

consistently uses knowledge of subject matter and language demands to support student cognitive and linguistic growth

NOTE:

“Maturing” and “Integrating” are used for the student teaching experience only.

Domains of learning These include: skills, concepts and language (receptive, productive, oral, reading, writing – at varying proficiency levels).

Directions:

(1) Read across each element of the standards from left to right. Select the descriptor/s that best describe current practice. **All descriptors are cumulative.** For example, to score Maturing, you must meet all prior descriptors: Beginning, Developing and Maturing. This will serve as a guide for self-reflection, conversation and goal setting.

(2) Multiple sources of evidence may be used; this protocol assumes observation is the primary source of evidence, but others (lesson plans, reflection notes, etc.) are also acceptable. Please note source of evidence in comment box.

This assessment is designed to monitor growth in **The California Teacher Performance Expectations**, and **The California Program Standards**.



TEACHER PERFORMANCE EXPECTATION 1

A. Making Subject Matter Comprehensible to Students

NOTE: If a candidate is not meeting Beginning expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Demonstrating pedagogical skills; subject matter content, student learning and development

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Beginning: Has a basic/foundational knowledge of subject student development and language demands of students | <input type="checkbox"/> Developing: Uses knowledge of subject matter to identify key concepts and academic language | <input type="checkbox"/> Maturing: Uses knowledge of subject matter and language demands to support students | <input type="checkbox"/> Integrating: Consistently uses knowledge of subject matter and language demands to support student cognitive and linguistic growth |
|---|---|---|--|

2. Developing student understanding through instructional strategies that are appropriate to the subject matter **Beginning:**

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Beginning: Uses instructional strategies to support subject matter and/or concepts | <input type="checkbox"/> Developing: Uses instructional materials to make the content accessible to students | <input type="checkbox"/> Maturing: Uses instructional strategies to challenge students to think critically and to apply material to multicultural/social justice themes and issues. | <input type="checkbox"/> Integrating: Consistently uses instructional strategies to assist students to individually construct their own knowledge and apply that knowledge to multicultural/social justice themes and issues. |
|--|---|--|--|

3. Using materials, resources, and technologies to make subject matter accessible to students

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|--|---|--|---|
| <input type="checkbox"/> Beginning: Uses instructional materials to present concepts and support the curriculum | <input type="checkbox"/> Developing: Uses instructional materials to promote an understanding of content | <input type="checkbox"/> Maturing: Selects instructional materials and technologies to support the curriculum, to reflect diverse learning styles, and to assist students in making connections to MC/SJ themes and issues. | <input type="checkbox"/> Integrating: Consistently selects instructional strategies that reflect students’ linguistic and cultural diversity and connect content, concepts and/or skills to MC/SJ themes and issues. |
|--|---|--|---|

4. Planning and scheduling instruction to ensure that students meet or exceed the standards

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|--|--|---|--|
| <input type="checkbox"/> Beginning: Uses knowledge of curriculum to support students understanding of core concepts | <input type="checkbox"/> Developing: Uses knowledge of subject matter to connect to students’ understanding of key concepts | <input type="checkbox"/> Maturing: Uses units/themes to facilitate students’ understanding of content standards and frameworks, especially in relation to MC/SJ themes and issues. | <input type="checkbox"/> Integrating: Consistently uses the curriculum to coordinate content standards within and across subject matter. Links content and learning to deeper understanding of MC/SJ themes and issues. |
|--|--|---|--|

5. Interrelating ideas and information within and across subject matter areas

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|--|---|---|---|
| <input type="checkbox"/> Beginning: Focuses on core curriculum and skills | <input type="checkbox"/> Developing: Identifies some key concepts and relates content to previous learning | <input type="checkbox"/> Maturing: Relates content to previous learning for the purpose of extending students’ understanding | <input type="checkbox"/> Integrating: Consistently selects instructional strategies that reflect students’ linguistic and cultural diversity |
|--|---|---|---|

Remarks:



TEACHER PERFORMANCE EXPECTATIONS 2 AND 3

B. Assessing Student Learning

NOTE: If a candidate is not meeting **Beginning** expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Pacing instruction and reteaching content based on evidence gathered by using assessment (informal, formal, formative, summative)

Beginning: Makes reasonable attempts to assess but does not use information to adjust pacing and reteaching.

Developing: Makes reasonable attempts to match assessment results to pacing and reteaching

Maturing: Provides clear connections between reteaching strategies and assessment results

Integrating: Consistently paces instruction and reteaches content based on evidence gathered by assessment results so that students develop a deeper understanding of content

2. Understanding different types of assessments (informal, formal, summative, formative) and using assessments for appropriate purposes to evaluate growth in various learning domains and proficiency levels

Beginning: Uses one or two sources of information to assess learning and monitor progress in one domain of learning

Developing: Uses assessments to monitor student progress, focuses on more than one domain of learning (skills, concepts, language)

Maturing: Uses appropriate assessment strategies to identify patterns of student skills, errors and progress across all three domains of learning

Integrating: Consistently uses multiple assessments to guide long and short-term planning across all three domains of learning

3. Teaching students how to use self-assessment strategies and engage in self-directed learning

Beginning: Checks and monitors work in progress, directs learning opportunities, provides assistance as requested

Developing: Encourages some student reflection and provides opportunities for students to be involved in correcting student work, engage in independent problem solving, inquiry and/or analysis

Maturing: Guides student reflection and self-assessment in most learning activities by using deliberate strategies designed to promote student self-assessment and self-directed learning

Integrating: Consistently integrates student self-assessment and reflection to guide planning and lessons; facilitates regular opportunities for students to initiate problem solving, analysis or inquiry within and across subject areas

4. Using the results of assessments to develop and modify instruction

Beginning: Administers the required assessments but only superficially analyzes the data or uses it to guide instructional decisions

Developing: Uses information from a range of assessments to plan or guide activities and adjust teaching during a lesson based on on-going assessment of whole class learning

Maturing: Uses information from a range of assessments to target individual student needs and needs of groups of students

Integrating: Consistently uses information from assessments to identify student understanding and adjust teaching so that all learners' needs are met

5. Communicates with students, families, and other audiences about student progress

Beginning: Maintains accurate and current record of student learning and task completion. Provides students with information about their progress

Developing: Provides students with information about their progress as they engage in learning activities

Maturing: Provides students with information about learning in ways that improve understanding and encourage academic progress

Integrating: Consistently able to explain to students and their families academic and behavioral strengths and areas for academic growth



Remarks (Expectations 2 and 3):

TEACHER PERFORMANCE EXPECTATIONS 4, 5, 6, AND 7

C. Engaging and Supporting Students in Learning

NOTE: If a candidate is not meeting **Beginning** expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Connecting students’ prior knowledge, life experiences, and interests with learning goals

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|--|---|---|--|
| <input type="checkbox"/> Beginning: Provides limited opportunities for students to connect the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Developing: Uses deliberate strategies to create opportunities for students to make some connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Maturing: Implements deliberate strategies so that students make substantial connections between what the students’ already know and the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Integrating: Consistently uses purposeful questions and strategies to enhance students’ abilities to integrate what they know with the learning objectives and to apply what they are learning to new situations |
|--|---|---|--|

2. Using a variety of instructional strategies and resources to respond to students’ diverse needs

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Beginning: Uses a few instructional strategies | <input type="checkbox"/> Developing: Uses instructional strategies that are appropriate to students’ needs and instructional goals | <input type="checkbox"/> Maturing: Elicits student participation through a variety of instructional strategies that are largely appropriate to students’ academic and linguistic needs | <input type="checkbox"/> Integrating: Consistently uses a variety of instructional strategies and differentiates learning to accommodate students’ academic and linguistic needs |
|--|---|---|---|

3. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful and are designed to move student learning towards objectives

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|--|--|--|--|
| <input type="checkbox"/> Beginning: Poses few questions and these focus only on facts related to learning in subject matter | <input type="checkbox"/> Developing: Provides opportunities for students to engage in problem solving, analysis, or inquiry | <input type="checkbox"/> Maturing: Uses deliberate strategies (e.g., questioning) to scaffold students’ engagement in problem solving, analysis, or inquiry within or across subject matter areas | <input type="checkbox"/> Integrating: Consistently facilitates regular opportunities for students to initiate problem solving, analysis, or inquiry within or across subject matter areas |
|--|--|--|--|

4. Engaging students in language rich environments.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Beginning: Closely follows curriculum guidelines for reading, writing and oral language use | <input type="checkbox"/> Developing: Extends/enhances opportunities for language rich experiences in more than one modality | <input type="checkbox"/> Maturing: Incorporates two or more modalities into meaningful activities that support student learning and growth, at all proficiency levels | <input type="checkbox"/> Integrating: Consistently structures learning activities that enable students to integrate all language modalities in ways that deepen mastery of important language functions |
|---|--|--|--|

Remarks:



TEACHER PERFORMANCE EXPECTATIONS 8 AND 9

D. Planning Instruction and Designing Learning Experiences for Students

NOTE: If a candidate is not meeting Beginning expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Drawing on and valuing students’ backgrounds, interests and developmental learning needs

Beginning: Plans include available resources, curriculum outlines and content standards

Developing: Candidate inconsistently or unsystematically accesses information about students’ backgrounds, interests and experiences to develop lesson plans

Maturing: Plans are based on systematic information gathering and/or reliable assessment data and identification of students needing specialized instruction. Information is gathered on more than just academic dimensions.

Integrating: Plans consistently build upon systematic data collection about students’ prior knowledge, interests, instructional and linguistic needs

2. Establishing and articulating goals for student learning

Beginning: Goals for lessons are explained to students

Developing: Goals and expectations for learning are communicated to students and are defined in lesson plans as measurable objectives and address content, language, social and/or MC/SJ learning

Maturing: Goals are linked to instructional activities and high expectations are maintained. Goals are defined as measurable objectives addressing content, language, social & MC/SJ learning

Integrating: Goals consistently address students’ language levels, home experiences, and school expectations. Goals are defined as measurable objectives and learning is integrated across content, language, social & MC/SJ domains

3. Developing and sequencing instructional activities and materials for student learning (daily AND sequential instruction)

Beginning: Candidate makes reasonable attempts to use program lesson plan template and instructional frameworks (GRR, UbD) and materials have been reviewed by CT and/or supervisor and deemed appropriate to the students and/or learning goals

Developing: Lessons use program lesson plan template and instructional frameworks (GRR, UbD) and instruction is logically sequenced and connected. Student groups are designed intentionally to impact student learning.

Maturing: Lessons and materials make content and concepts relevant and considers linguistic and instructional needs. Candidate uses program lesson plan template and instructional frameworks (GRR, UbD).

Integrating: Lessons consistently are sequenced to subject matter complexity and interrelatedness to ensure student learning. Candidate uses program lesson plan template and instructional frameworks (GRR, UbD)

Remarks:



TEACHER PERFORMANCE EXPECTATIONS 10 AND 11

E. Creating and Maintaining Effective Environments for Student Learning

NOTE: If a candidate is not meeting Beginning expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Creating a physical environment that engages all students

Beginning: The physical environment is arranged for teacher accessibility and/or visibility of students

Developing: The physical environment is arranged for safety and accessibility of materials

Maturing: The physical environment ensures safety, accessibility, and facilitating student engagement in learning

Integrating: The physical environment is consistently designed to accommodate involvement in individual and group learning

2. Establishing a climate that promotes fairness and respect

Beginning: Establishes rapport with individual students, but not with the class as a whole. Inconsistently employs an “assets” approach by building on student strengths, including their diverse abilities and backgrounds

Developing: Uses some strategies to encourage students’ positive identity development and uses some strategies to develop students’ individual and group responsibilities that promote student effort and engagement

Maturing: Reinforces norms and behaviors that support positive classroom community where all students and experiences are valued

Integrating: Consistently maintains a caring and respectful climate and supports students in developing skills value diversity, diverse perspectives and equity and fairness

3. Establishing and maintaining standards for student behavior

Beginning: Is aware of disruptive behavior during a lesson and makes reasonable attempts to implement classroom management plan

Developing: Promotes and supports positive behaviors and implements the established classroom management plan

Maturing: Supports and monitors student behavior and establishes rapport with all students for academic and personal success

Integrating: Consistently supports students in monitoring their own and each other’s behavior equitably

4. Planning and implementing classroom procedures and routines that support student learning

Beginning: Establishes some standards for behavior

Developing: Implements procedures and routines for most activities

Maturing: Monitors students’ behavior in following procedures and routines

Integrating: Consistently uses strategies to assist students in developing and maintaining equitable routines and procedures

5. Using instructional time effectively

Beginning: Pacing results in loss of instructional time

Developing: Pacing provides most students time to complete learning activities, and transitions are timely

Maturing: Pacing provides time for presentation, completion of learning, and closure, and transitions are smooth

Integrating: Pacing consistently includes ongoing review and closure of lessons and transitions are integrated in to learning activities

Remarks:



TEACHER PERFORMANCE EXPECTATIONS 12 AND 13

F. Developing the Growth-Mindset Needed to Develop As a Professional Educator

NOTE: If a candidate is not meeting Beginning expectations for any of the items in this section, check the box to the left, circle the item number(s) and write specific and immediate steps that should be taken in the “Remarks” section below.

1. Reflecting on teaching practice and teaching effectiveness

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|--|---|---|---|
| <input type="checkbox"/> Beginning:
Demonstrates a growth-mindset by reflecting on specific problems or areas of concern about practice; is open to constructive criticism | <input type="checkbox"/> Developing: Reflects on instructional successes and independently identifies areas for growth; consistently incorporates recommendations in a timely manner | <input type="checkbox"/> Maturing: Reflects on areas of concern about student learning | <input type="checkbox"/> Integrating: Consistently reflects on practice regularly looking at various sources of evidence, uses insights to inform subsequent instructional decisions |
|--|---|---|---|

2. Working with communities and families to improve professional practice

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Beginning: Shows respect for students’ families and/or their backgrounds | <input type="checkbox"/> Developing: Develops an understanding of students’ diverse backgrounds, respects human differences; demonstrates sensitivity and skills needed to | <input type="checkbox"/> Maturing: Uses the funds of knowledge of students’ families to inform teaching practice | <input type="checkbox"/> Integrating: Consistently works collaboratively in the school community |
|--|---|---|---|

3. Working with colleagues to improve professional practice

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Beginning: Has a positive attitude in the classroom | <input type="checkbox"/> Developing: Engages in productive dialogue with colleagues. When possible, participates in some school and district learning events | <input type="checkbox"/> Maturing: Identifies school and district resources in support of student learning (e.g., special education and bilingual teachers and aides, tutoring programs, etc.) | <input type="checkbox"/> Integrating: Consistently works effectively with others; evidence of the ability to compromise and to respect others’ opinions during group work; consistently uses appropriate strategies for conflict resolution |
|---|---|---|--|

4. Communicates, orally (in person, on telephone) and in writing (formal communication, email, text) in professional manner (timely, clear, organized, respectful, ethical)

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Beginning:
Communication skills are consistently respectful, clear and timely, not all appropriate parties are consistently involved in required communications | <input type="checkbox"/> Developing:
Communication skills are consistently respectful, clear and timely, all appropriate parties are consistently involved in required communications. These communication skills are evident regardless of whether topic is difficult or not. | <input type="checkbox"/> Maturing: Procedures in place for communication with college supervisor, master teacher, instructors, students, parents, administrators and program personnel | <input type="checkbox"/> Integrating: Procedures consistently in place for communication with college supervisor, master teacher, instructors, students, parents, administrators and program personnel and integrates these to positively impact teaching |
|--|--|---|--|



5. **Behavior and Dress:** Presents self to students, colleagues, peers and others in adherence with professional norms (clothes are clean and neat, accessories do not distract, and both are suitable for a professional environment that serves young children and adolescent children.)

MET

NOT MET. Identify immediate next steps to be taken:

6. **Systems Orientation**

Beginning: Focuses on the systems in place in his/her classroom. Some awareness of processes, policies, and procedures in effect outside the classroom (school or university).

Developing: Is familiar with classroom, school and university policies and procedures. Acts in ways that indicate a basic understanding of how actions in one setting affect the larger context.

Maturing: Consistently demonstrates an understanding that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of

Integrating: Consistently engages with committees or seeks other leadership opportunities in order to be engaged with systems-level activities.

7. **Initiative**

Beginning: Follows instructions and takes initiative when asked on tasks that are routine.

Developing: Takes initiative to implement tasks that are routine.

Maturing: Consistently initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.

Integrating: Consistently identifies plausible ways to improve processes and procedures as well as lesson delivery. Makes suggestions in ways that are appropriate and respectful.

8. **Dependability:** Can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.

MET

NOT MET. Identify immediate next steps to be taken:

9. **Fairness:** Holds the belief that all children are capable of learning as evidenced in written work and/or class participation; assignments show candidate addresses the needs of all learners.

MET

NOT MET. Identify immediate next steps to be taken:

Remarks:

SUMMATIVE REMARKS: Please provide overall comments related to the candidate's performance to date.

CSUS Teacher Candidate Evaluation Signature Page

NOTE: Attach this completed Signature Page to the Visitation Log for each teacher candidatesupervised, and submit to the Chair of the Teaching Credentials Dept. (EUR 401) at the end of the semester.

First semester/initial field experience:

401 413 414 420A 430A 434A 470A 470B 474A

Culminating student teaching experience:

415 420B 421 430B 434B 471A 471B 472 473 474B 475

Date: _____

Candidate's Name: _____ Semester/Year: _____

Candidate's ID: _____ School/District: _____

Candidate's Previous Name(s): (for the purpose of locating credential file) _____

Public School MENTOR: _____ Subject(s)/Grade: _____

University Evaluator: _____

Program (MS, SS, Mild/Moderate, Mild/Mod & MS, Moderate/Severe, Mod/Sev & MS, or ECSE): _____

Sources of Evidence (check all items that apply): Portfolio Observations

Written reflections Interview/Discussions Other (please identify) _____

Evaluator, please complete the following:

For the first semester/initial field experience:

- Recommend Candidate to subsequent semester of student teaching, based on majority scores of "2". **
- Recommend Candidate repeat current semester of field experience.
- DO NOT recommend Candidate repeat field experience.

** In general, a score of 2 "meets requirements." However, Candidates are expected to score 3s on all items related to professionalism (36-43), with no 0s or 1s. If there are a majority of 0s or 1s in any of the 9 sections of the evaluation (i.e., Preparation; Instruction-Building background; Instruction-Strategies; Assessment; Professionalism, etc.) then Candidates "do not meet requirements." (Majority means more than 50% of the items in that category. Thus, if the category has two items and one item is a score of 1 and the other is assessed as a 2, the candidate would meet requirements for that category.)

For the culminating student teaching experience:

- Recommend Candidate for Preliminary Credential based on majority scores of "4", generally with no "1s" or "2s" on the final evaluation.
- Recommend Candidate repeat culminating student teaching experience.
- DO NOT recommend Candidate repeat culminating student teaching experience.

Teacher Candidate's Signature

Date

University Evaluator's Signature

*Signature confirms this evaluation was presented to the candidate.

Cooperating Teacher's Signature

Concur Concur with reservations Do not concur