**Multiple and Single Subject Field Experience/Student Teaching**

**Evaluation Form**

**MID SEMESTER REVIEW**  **FINAL/SEMESTER END**

Candidate:

Completed by:

Date:

* **Candidate □ University Supervisor**
* **Mentor Teacher □ University Liaison**

First semester/initial field experience: 414 420A 434A 471 474A



Culminating student teaching experience: 415 420B 421 434B 472 473 474B 474 475

## 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:** is building competence in this standard

**Integrating:** is building competence in this standard, can teach independently and is becoming a reflective practitioner

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



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

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| **A. Engaging and Supporting All Students in Learning – TPE 1** *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.* | | | |
| A1. Applies knowledge of students’ prior experiences, interests, socio-emotional learning needs**1**, funds of knowledge**2**, and cultural, language, and socioeconomic backgrounds to engage them in learning (TPE 1.1) | | | |
| * **Beginning:** Lessons draw on available resources, curriculum outlines, and content standards | * **Developing:** Uses strategies to create opportunities for students to engage in learning based on their prior experiences | * **Maturing**: Implements deliberate strategies for students to engage in learning through their interests, and cultural, language and socio-economic backgrounds | * **Integrating:** Consistently uses purposeful questions and strategies to engage students and enhance their ability to learn through their SEL needs, and funds of knowledge |
| A2. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning (TPE 1.3) | | | |
| * **Beginning:** Provides learning experiences to engage students | * **Developing:** Makes limited connections between subject matter and real-life contexts; | * **Maturing**: Makes connections between subject matter and real-life contexts; plans learning experiences to target student interest, motivation, and extended learning | * **Integrating:** Consistently connects subject matter to real-life contexts; designs active learning experiences to spark student interest, motivation, and extended learning |
| A3. To teach targeted skills, uses a variety of developmentally and ability-appropriate**3** instructional strategies**4** resources (curriculum supplements & resources for struggling students, low-level readers, math manipulatives), and assistive technology**5** to support access to curriculum for wide range of learners within classroom (TPE 1.4). | | | |
| * **Beginning:** Uses a few instructional strategies to support student access to curriculum | * **Developing:** Uses instructional strategies and resources that are appropriate for student access to curriculum | * **Maturing**: Uses developmentally and ability-appropriate resources to support access to curriculum for wide range of students | * **Integrating:** Consistently uses assistive technology to support access to curriculum for wide range of students |
| A4. Promotes students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry**6**, problem solving, responding to and framing meaningful questions, and reflection (TPE 1.5) | | | |
| * **Beginning:** Poses few questions and these focus only on facts related to learning in subject matter. Questions/Tasks/Texts are: Primarily lower level Blooms and DOK Level 1 | * **Developing:** Provides some opportunities for students to engage in analysis and problem solving. Questions/Tasks/Texts: are somewhat cognitively demanding (mid-level Blooms and DOK Level 2) | * **Maturing**: Uses deliberate strategies (e.g., questioning) to promote analysis in inquiry, problem solving, responding to and framing questions, and reflection. Questions/Tasks/Texts: are cognitively demanding (Upper Level Blooms and DOK Level 3) | * **Integrating:** Consistently facilitates regular opportunities for students to think critically and creatively in inquiry, problem solving, responding to and framing meaningful questions, and reflection. Questions/Tasks/Texts: are cognitively demanding (Upper Level Blooms and DOK Levels 3 and 4) |
| **Beginning**  Teacher might: ask a question about whether an answer is right or wrong, whether a term is used correctly, whether students have questions, students to state a fact or facts.  Students can be observed: copying answers, following procedures step-by-step, labeling/providing terms. | **Developing**  Teacher might: ask students to explain using a model, to summarize referencing specific steps.  Students can be observed: explaining relationships, providing examples and non-examples, interpreting models | **Maturing**  Teachers might: ask students to explain and/or justify their responses citing evidence, use questions to probe, provide  non-examples to determine students’ misconceptions, categorize and classify, compare and contrast, provide sufficient think time  Students can be observed: applying and  understanding in a novel way, relating concepts to other content areas, explaining thinking when more than one response is possible | **Integrating**  Teachers might: ask students to explain and/or justify their responses citing evidence or other students’ thinking, use questions to probe, provide non-examples to determine students’ misconceptions.  Students can be observed: citing other students’ thinking, applying understanding in a novel way, relating concepts to other content areas,  Students can also be observed: in productive confusion/struggle, making connections, posing questions about other possibilities/applications. |
| A5. Provides a supportive learning environment for students’ first and/or second language acquisition (TPE 1.6) | | | |
| * **Beginning:** Closely follows curriculum guidelines for reading, writing and oral language use | * **Developing:** Extends/ enhances opportunities for language rich experiences using ELD methods in more than one modality | * **Maturing**: Incorporates two or more modalities into meaningful activities that support student language acquisition and growth, at all proficiency levels | * **Integrating:** Consistently structures learning activities that enable students to integrate all language modalities in ways that deepen mastery of important language functions |

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| A6. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts (VAPA), as appropriate to the content and context of learning (TPE 1.7) | | | |
| * **Beginning:** Uses curricular materials to teach subject content | * **Developing:** Presents content using multiple modes (e.g. words, pictures, music) | * **Maturing**: Incorporates drawing, music, dance, skits, and other visual and performing arts to teach content | * **Integrating:** Consistently uses artistic activities and examples to teach subject content |
| A7. Monitors student learning and adjusts instruction while teaching so students remain engaged in learning (TPE 1.8) | | | |
| * **Beginning:** Checks for student understanding during lesson | * **Developing:** Regularly checks for student understanding using questioning techniques; revisits content when many students do not understand | * **Maturing**: Integrates checks for understanding throughout lesson using questioning techniques; adjusts lessons based on student learning to re-engage students | * **Integrating:** Consistently uses a variety of questioning techniques and checks student work to gauge student learning; modifies lessons based on results to ensure optimum level of challenge and engagement |
| A8. Instruction is structured so that students are actively engaged and contributing ideas. | | | |
| * **Beginning:** Instruction does not provide opportunities for students to be actively engaged and to contribute ideas. | * **Developing:** Instruction is structured so that few students are actively engaged and contributing ideas. | * **Maturing**: Instruction is structured so that most students are actively engaged and contributing ideas. | * **Integrating:** Instruction is structured so that all students are actively engaged and contributing ideas. |
| Students are listening to the teacher as the teacher teaches. Questions are not asked during the teaching. Once instruction by the teacher is finished, students work independently and do not pose questions to the teacher or classmates.  Students construct responses and share them with peers, but rarely engage each other’s ideas: students may use evidence (e.g., explanations, diagrams, graphs, tables, examples, texts, etc.) to support an idea | Teacher asks questions of students whose hands are raised. Students only pose questions or responses to the teacher. When not contributing, other students are disengaged. Students work independently to solve the problem and respond to teacher’s questions when called upon. Some students pose questions to their classmates.  Students construct responses and share them with peers, but rarely engage each other’s ideas: students may use evidence (e.g., explanations, diagrams, graphs, tables, examples, texts, etc.) to support an idea. | Teacher intersperses lesson with opportunities for students to engage in extended discourse, with each other and with the teacher. Even when not engaged in discussion, students appear engaged and are ready to respond when “cold” called upon. Students work in partnerships, groups to solve the problem and engage in multiple “turns” to discuss how to solve the problem.  Students challenge and ask for clarification from their classmates and consistently use evidence (e.g., explanations, diagrams, graphs tables, examples, texts, etc.) to support an idea.  (allow students to share ideas in small groups before sharing with large group, ask students to explain their own and other’s thinking, ask students for their evidence.) | Students work in partnerships or groups to solve the problem. In discussing how to solve the problem, students often restate their partner’s reasoning, whether or not they agree, and why.  Without being reminded, students can be observed engaged with each other and building upon each others’ utterances to support existing ideas and create new ideas.  Students critique each other’s thinking and negotiate understand using evidence (e.g. explanations, diagrams, graphs tables, examples, texts, etc.) to support an idea. They create new ideas or revise their thinking. |
| **Remarks:** |  |  |  |

**1** The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

**2**Funds of Knowledge is “historically accumulated and culturally developed bodies of knowledge and skills essential for household functioning and well-being” Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. Theory into Practice, 31(2), 132.

**3** Developmentally and ability appropriateis a perspective within early childhood education whereby a [teacher](https://en.wikipedia.org/wiki/Teacher)  nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on (1) theories of [child development](https://en.wikipedia.org/wiki/Child_development), (2) individually identified strengths and needs of each child uncovered through [authentic assessment](https://en.wikipedia.org/wiki/Authentic_assessment), and (3) the child's cultural background as defined by his [community](https://en.wikipedia.org/wiki/Community), [family history](https://en.wikipedia.org/wiki/Family_history), and [family structure](https://en.wikipedia.org/wiki/Types_of_family).

**4** Examples: modeling (think aloud, demonstration/showing, visuals), interactive modeling, direct instruction, task analysis, reading decoding & comprehension strategies, math computation and problem solving strategies, written expression & spelling strategies, multi-sensory, social emotional strategies, etc.

**5** low-tech to mid-tech to high-tech

**6** Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is assisted by the teacher.

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| **B. Creating and Maintaining Effective Environments for Student Learning – TPE 2** *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.* | | | |
| B1. Promotes students’ social-emotional growth, development, and individual responsibility to foster a caring community (TPE 2.1) | | | |
| * **Beginning:** Establishes rapport with individual students, but not with whole class; addresses fairness and respect when issues arise. | * **Developing:** Uses some interventions and supports to foster positive environments; models fairness and respect. | * **Maturing**: Uses positive interventions and supports to foster a caring community of fairness and respect; addresses students’ social-emotional needs and encourages individual responsibility. | * **Integrating:** Consistently maintains a caring, fair, and respectful climate and supports students in developing socio-emotional skills and individual responsibility using restorative justice**7** and conflict resolution practices. |
| B2. Creates learning environment that promotes productive student learning, encourages positive interactions among students, reflects diversity and multiple perspectives, and is culturally responsive (TPE 2.2) | | | |
| * **Beginning:** Frequently completes planned lessons; prompts students to participate in class discussions. | * **Developing:** Sets expectations for student interactions. | * **Maturing**: Implements transitions between activities; minimizes student down time; facilitates productive student interactions. | * **Integrating:** Consistently culturally responsive practices and perspective-taking. |
| B3. Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. (TPE 2.3). | | | |
| * **Beginning:** Learning environment is teacher-centered; address some student needs. | * **Developing:** Learning environment designed for students’ physical safety and accessibility of materials. | * **Maturing**: Learning environment designed and monitored to be generally healthy and safe, and to include ALL students in learning activities. | * **Integrating:** Inclusive learning environment is consistently designed and monitored to be physically, mentally, intellectually, and emotionally healthy and safe, and include ALL students in learning. |
| B4. Maintains high expectations for learning with appropriate support for the full range of students in the classroom (TPE 2.5) | | | |
| * **Beginning:** States expectations for learning with students. | * **Developing:** Discusses expectations for learning with students. | * **Maturing**: Sets high expectations for student learning; implements elements of differentiation. | * **Integrating:** Consistently sets high expectations for student learning, differentiates instruction for the full range of students in classroom. |
| B5. Establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions (TPE 2.6) | | | |
| * **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 classroom management plan; encourages student participation in dialogue. | * **Maturing**: Supports and monitors positive classroom behavior; builds rapport with all students to support behavior; establishes expectations for student interactions with students and teacher. | * **Integrating:** Consistently supports students in monitoring their own and each other’s behavior equitably; teaches students to productively participate in discussions with students and the teacher. |
| **Remarks:** | | | |

**7** Restorative justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community.

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| **C. Understanding and Organizing Subject Matter for Student Learning – TPE 3** *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.* | | | |
| C1. Demonstrates subject matter knowledge, including CA Standards and curriculum frameworks as well as program’s mission**8**, vision**9**, and core values (TPE 2.2 & 3.1) | | | |
| * **Beginning:** Uses subject matter knowledge and CA standards to identify key concepts. | * **Developing:** Evidence of MC/SJ themes and issues in lessons. | * **Maturing**: Uses units/themes to facilitate students’ understanding of content standards and frameworks, especially in relation to MC/SJ themes | * **Integrating:** Consistently links content and learning to deeper understanding of MC/SJ themes and issues. |
| C2. Uses knowledge about students and learning goals**10** to facilitate student understanding of subject matter (TPE 3.2) | | | |
| * **Beginning:** Connects new content to previously taught content. | * **Developing:** Connects content to students’ prior knowledge and/or interests. | * **Maturing**: Uses knowledge about students (e.g. cultural context, learning style) and learning goals to facilitate student access to curriculum. | * **Integrating:** Consistently makes accommodations and/or modifications based on knowledge about students and learning goals to promote student access to curriculum |
| C3. Plans, designs, implements, and monitors instruction using subject-specific practices and implement cross-disciplinary learning sequence, including integrating the visual and performing arts (VAPA) (TPE 3.3) | | | |
| * **Beginning:** Uses instructional subject-specific strategies to support subject matter and/or concepts. | * **Developing:** Uses subject-specific instructional strategies; Connections between subject matter and other disciplines are superficial. | * **Maturing**: Plans and implements cross-disciplinary lessons. | * **Integrating:** Consistently plans and implements learning sequences that draw from multiple subject areas, including VAPA, and integrates authentic/real world problems. |
| Content and learning target(s) are inconsistent with grade standards. The teacher superficially explains how skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and may or may not be aligned to standards. Cross-discipline connections are not made to the students. | Content and learning target(s) are consistent with grade standards. The teacher only explains how skills are used at the beginning of the unit. Learning target(s) come from the teacher’s manual and are aligned to standards. Mentions connection between subject matter and other disciplines. | Teacher explains at the beginning and close of each lesson how the strategies and skills will help students understand the target concepts/ideas. This is repeated each week of the unit. When reviewing the week, teacher explains how the skills and strategies learned in the current lesson will be used in subsequent lessons. Teacher explicitly draws connections between disciplines for the students, and integrates VAPA Standards into his/her instruction and assessment. | Teacher explains at the beginning, middle and end of the lesson how the strategies and skills will help students understand the target concepts/ideas. The teacher reminds students that they can apply previously learned strategies and skills to the new concepts being learned. Teacher explicitly draws connections between disciplines for the students, and integrates VAPA Standards into his/her instruction and assessment. Students are asked to solve authentic/real world problems through application of new knowledge and skills. |
| C4. Plans and uses multiple means of representing, expressing, and engaging students (Universal Design for Learning–UDL) to demonstrate knowledge (TPE 3.4) | | | |
| * **Beginning:** Plans for students to demonstrate knowledge. | * **Developing:** Occasionally plans and uses multiple means for students to demonstrate knowledge. | * **Maturing**: Plans and uses strategies that enable students to demonstrate knowledge in multiple ways. | * **Integrating:** Consistently provides multiple means for students to demonstrate their knowledge for academic activities and assessments. |
| C5. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to promote subject matter knowledge (TPE 3.5) | | | |
| * **Beginning:** Introduces academic vocabulary during lessons. | * **Developing:** Identifies language demands in lessons and plans supports for students to meet demands. | * **Maturing**: Plans opportunities and supports for students to engage in language practices to enhance subject matter learning. | * **Integrating:** Consistently plans learning activities to support all students’ acquisition and use of academic language11 to improve subject matter learning. |

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| C6. Uses and adapts resources, standards-aligned instructional materials, and a range of technology**12** to facilitate students’ equitable access to the curriculum by collaborating with special service personnel (e.g. special education teacher, speech and language pathologist, occupational therapist, etc.) to create Participation Plans for individual students that strategically supports their appropriate participation in each lesson (TPE 3.6) | | | |
| * **Beginning:** Uses resources and instructional materials to plan lessons. | * **Developing:** Uses technology to teach lessons. | * **Maturing**: Incorporates student use of technology to provide students’ access to the curriculum; adapts some resources and materials to provide students access to the curriculum. | * **Integrating:** Consistently uses and adapts resources, instructional materials, and technology, including use of assistive technology, to provide students equitable access to curriculum |
| C7. Models and develops digital literacy by using technology to engage students, support learning, and promote digital citizenship (TPE 3.7) | | | |
| * **Beginning:** Discusses technology use with students. | * **Developing:** Uses technology to engage students in learning. | * **Maturing**: Supports student learning by using technology; models and develops digital literacy. | * **Integrating:** Consistently promotes digital citizenship (e.g. respecting copyright laws, understanding fair use guidelines). |
| **Remarks:** | | | |

**8** MISSION: The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equality and inclusion in culturally and linguistically diverse schools and communities.

**9** VISION: Our vision is to be the regional leaders in preparing and developing excellent teachers. In collaboration with our schools and communities, teachers prepared at Sacramento State create and sustain equitable inclusive educational environments which are designed to optimize access and student success.

**10** The Learning goal is the backbone of a lesson and provides the “reason” for teaching.

**11** Academic language is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g. essays, lab reports, discussions of a controversial issue.)

**12**Range of technology includes low to high, i.e. pencil grips, calculator, smart board, iPads, etc.

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| **D. Planning Instruction and Designing Learning Experiences for All Students– TPE 4**  *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.* | | | |
| D1. Apply information about students’ current academic status, learning needs and goals, assessment data, language proficiency status and cultural background for both short-term and long-term instructional planning purposes (TPE 4.1) | | | |
| * **Beginning:** Uses resources and instructional materials to plan lessons; incorporates students’ interests into lessons. | * **Developing:** Uses information about students’ backgrounds, 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. |
| D2. Apply knowledge of range and characteristics of typical/atypical child development to help inform instructional planning and learning experiences for all students (TPE 4.2) | | | |
| * **Beginning:** Designs lesson based on grade level instructional materials. | * **Developing:** Anticipates areas of confusion or misunderstanding. | * **Maturing**: Enacts age-appropriate lessons using language appropriate for students’ academic and developmental proficiency levels. | * **Integrating:** Adapts lessons for students who demonstrate atypical development to meet students’ unique learning needs. |
| D3. Implement instruction and assessment that reflect the interconnectedness of academic content areas (TPE 4.3) | | | |
| * **Beginning:** During lessons, mentions connection between subject matter and other content areas. | * **Developing:** Plans lessons and assessments that draw on concepts from other content areas. | * **Maturing**: Designs lessons that highlight connections to other content area to enhance students’ content learning. | * **Integrating:** Consistently integrates subject matter with content and skills from other disciplines to enhance students’ content learning and engagement. |
| D4. Plan, design, implement and monitor instruction by removing barriers and providing access through evidence-based instructional strategies (TPE 4.4) | | | |
| * **Beginning:** Uses program lesson plan template and materials that have been reviewed by CT and/or supervisor and deemed appropriate. | * **Developing:** Provides opportunities for students to collaborate for learning. | * **Maturing**: Uses principles of UDL and MTSS to develop lesson plans; uses technology for student learning purposes. | * **Integrating:** Consistently modifies instruction for students with disabilities; uses appropriate materials and resources for the full range of learners. |
| D5. Access resources for planning and instruction (TPE 4.6) | | | |
| * **Beginning:** Uses curriculum materials provided by school sites to plan lessons. | * **Developing:** Uses online and other curricular materials to plan instruction and assessments. | * **Maturing**: Collaborates with school colleagues to plan instruction and assessments. | * **Integrating:** Consistently uses expertise in the networks across the school and education communities to plan and implement lessons. |

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| D6. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students and among students that encourage student use of academic language and participation in learning (TPE 4.7) | | | |
| * **Beginning:** Explicitly teaches and uses scaffolds (e.g., teacher modeling, Interactive Modeling, sentence frames, discussion protocols) to build language and relationship skills for academic conversations (active listening, questioning, clarifying, negotiating, etc.). | * **Developing:** Initiates the conversation; coaches students on how to use academic language and appropriate relationship skills to participate in academic conversations (active listening, question, clarifying, negotiating, etc.). | * **Maturing**: Initiates most conversations; students engage in pairs, small groups. Makes explicit her/his expectation that students will participate in conversations using protocols for academic language and relationship skills (active listening, question, clarifying negotiating, etc.). | * **Integrating:** Uses students’ thinking to propel discussions. Students fluidly participate in conversations using internalized protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) Students initiate and drive the conversation. |
| Teacher has posted and introduced sentence stems such as “What do you think about that?” or “Do you agree?” or “What is your evidence?” but students seem artificial when using them. Teacher is the primary driver of the conversation; most exchanges are teacher to student or student to teacher. Students robotically use sentence stems but neglect or listen to each other, discourse seems flat and artificial. Few students are actively engaged and contributing ideas. | Teacher has posted and refers to sentence stems, such as “What do you think about that?” or “Do you agree?” or “What is your evidence?” signal words, and discussion protocols. Teacher prompts students to use the sentence stems during discussion. Teacher initiates the conversation. Students begin to engage in pairs. | Teacher has posted and refers to sentence stems, signal words and discussion protocols. Teacher prompts students to use the sentence stems or “signal words” during discussion. Students use sentence frames, phrases, and signal words as a routine to listen to and build discourse around a topic. Most students are engaged and actively contributing ideas. Students keep track of their own air time. | Teacher has posted, refers to and expects students to use sentence stems, signal words and discussion protocols. Students do so naturally and without teacher prompting. All students are actively engaged and contributing ideas. |
| D7. Use digital tools/learning technologies to create new content and provide personalized/integrated technology-rich lessons to engage students in learning and offer students multiple means to demonstrate their learning (TPE 4.8) | | | |
| * **Beginning:** Uses technology for teaching (e.g. PPT). | * **Developing:** Uses technology for student engagement and learning. | * **Maturing**: Uses technology to meets individual student learning needs. | * **Integrating:** Consistently uses technology to provide students with multiple means to express their learning. |
| **Remarks:** | | | |

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| **E. Assessing Student Learning – TPE 5** *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.* | | | |
| E1. Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics (TPE 5.1) | | | |
| * **Beginning:** Uses one or two types of assessments to evaluate student content learning. | * **Developing:** Uses assessments to monitor student content learning. | * **Maturing**: Uses appropriate assessment strategies and assessment types to monitor student progress in content learning. Uses rudimentary rubrics. | * **Integrating:** Consistently uses a wide range of assessment types to evaluate student content learning; uses detailed scoring rubrics aligned with content objectives. |
| E2. Collects and analyzes assessment data (including information from students’ IEP, ISFP, ITP, and 504 plans) from multiple measures and sources to plan and modify instruction and document students’ learning over time (TPE 5.2 and 5.8) | | | |
| * **Beginning:** Administers required assessments but only superficially analyzes data or uses it to guide instructional decisions. | * **Developing:** Uses information from range of assessments, including those listed in the element heading above, 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; consults, when possible, with specialists and other instructional support personnel, to gain additional information and input. | * **Integrating:** Consistently uses information from assessments to identify student understandings and adjust teaching so that all learners’ needs are met; maintains updated data on student learning; consults and collaborates regularly with specialists so assessment data can be used for targeted instructional intervention. |
| E3. Involves all students in self-assessment and reflection on learning goals and progress and provides students with opportunities to revise or reframe their work based on assessment feedback (TPE 5.3) | | | |
| * **Beginning:** Engages students in reflection activities during lessons. | * **Developing:** By providing actionable feedback, encourages student self-reflection and provides opportunities for students to revise own work. | * **Maturing**: Guides student reflection and self-assessment in learning activities by using deliberate strategies designed to promote student revision of work and to apply feedback to future learning. | * **Integrating:** Consistently integrates student self-assessment and reflection into lessons and provides feedback on assessments; facilitates regular opportunities for students to revise or reframe their work based on assessment feedback. |
| E4. Uses technology as appropriate means to support assessment administration, conduct dat a analysis, and communicated learning outcomes to students and families (TPE 5.4) | | | |
| * **Beginning:** Uses technology to create assessments and record assessment results. | * **Developing:** Uses technology to analyze assessment results. | * **Maturing**: Uses technology to administer some assessments (e.g. clickers); uses technology to communicate outcomes to students. | * **Integrating:** Consistently uses technology to administer a variety of assessments and to communicate outcomes to families. |
| E5. Uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (TPE 5.5) | | | |
| * **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 strengths and areas for academic growth. |
| **Remarks:** | | | |

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| **F. Developing as a Professional Educator – TPE 6** *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.* | | | |
| F1. Reflects on own teaching practice and level of subject matter and Pedagogical Content Knowledge to plan and implement instruction that can improve student learning (TPE 6.1). | | | |
| * **Beginning:** Reflects on specific problems or areas of concern about practice; is open to constructive criticism. | * **Developing:** Reflects on instructional successes and independently identifies areas for growth; incorporates recommendations in a timely manner. | * **Maturing**: Reflects on areas of concern and subject matter knowledge to plan lessons; incorporates feedback into planning to improve student learning. | * **Integrating:** Consistently reflects on teaching strategies, subject matter knowledge, and content specific methods and uses insights to inform subsequent instructional decisions. |
| F2. Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students (TPE 6.2). | | | |
| * **Beginning:** Has a positive attitude in the classroom. | * **Developing:** Interacts with students in ways that show caring and support (e.g. assists struggling students, expresses empathy). | * **Maturing**: Implements equitable practices in the classroom with all students. | * **Integrating:** Consistently shows acceptance of students as unique individuals, draws upon their strengths, and works diligently to diminish their weaknesses. |
| F3. Establishes professional learning goals and makes progress to improve practice by routinely engaging in communication and inquiry with colleagues (TPE 6.3). | | | |
| * **Beginning:** Sets short-term goals for lesson implementation. | * **Developing:** Discusses with others (e.g. CT, supervisor) short-term goals to determine ways to work toward them. | * **Maturing**: Sets long-term teaching and learning goals and works toward attaining them. | * **Integrating:** Consistently engages with colleagues to determine effective means to reach long-term teaching and learning goals. |
| F4. Communicates effectively with peers, families, and members of the larger school community to support teacher and student learning (TPE 6.4). | | | |
| * **Beginning:** Communicates with peers for the purpose of professional development to support student learning. | * **Developing:** Communicates with students’ families on a regular basis. | * **Maturing**: Participates in school, district, or professional learning/academic community, learning events; uses professional learning to support student learning. | * **Integrating:** Consistently works collaboratively in the school community to enhance student learning; seeks district resources in support of student learning (e.g., special education and bilingual teachers and aides, tutoring programs, etc.) |
| F5. Demonstrates professional responsibility for student learning outcomes, concerns and policies regarding privacy, health, and safety of students, conducts self with integrity, and models ethical conduct for themselves and others (TPE 6.5) | | | |
| * **Beginning:** Follows/models the rules of the classroom and school and understands student privacy concerns and policies. | * **Developing:** Acknowledges teachers’ role in student learning successes and challenges. | * **Maturing**: Establishes safe learning environment for all students; recognizes changes in students’ health. | * **Integrating:** Consistently behaves in ethical manner and teaches with integrity; holds self accountable for all aspects of student learning; consistently upholds policies to maintain students’ privacy. |
| **Remarks:** | | | |