**Midterm/Final Evaluation Form**

**Multiple Subject Program**

**College of Education, CSU Sacramento**

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| **Candidate Name** |  | **Date** |  |
| **Supervisor Name** |  | **Class/Grade** |  |
| **Cooperating Teacher Name** |  | **School** |  |
| * **Fall Semester Year \_\_\_\_\_\_\_\_\_** | | * **Spring Semester Year\_\_\_\_\_\_\_\_\_** | |
| * **Mid Term Evaluation** | | * **Final Evaluation** | |

*Evaluate on the following scale:**4 = Distinguished; 3 = Proficient; 2 = Developing; 1 = Beginning*

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| **Guidance on Using the Rating Scale:** Descriptions of each item on the first page are below.   * Granting a ***4 (distinguished)*** on an item means that you have evidence that the candidate can & often does engage flexibility, appropriately, and independently **in most or all** of the subcategories for this item at the highest quality. * Granting a ***3 (proficient)*** means that you have evidence that the candidate can & sometimes does engage flexibly, appropriately and/or independently **in most** of the subcategories for this item at a satisfactory quality. * Granting a ***2 (developing)*** means that you have evidence that the candidate has attempted **some** of the subcategories & is able to do these things **at times**, but may not do so flexibly, appropriately, or independently. * Receiving a ***1 (beginning)*** means that you have **limited evidence** that the candidate has attempted any of the subcategories and/or the evidence you do have suggests that the candidate has struggled to do these things well. |

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|  |  | **TC**  Teacher candidate | **CT**  Cooperating teacher | **US**  University supervisor | **Comments** |
| ***1. Building Respectful Relationships with Students*** | | | | | |
| 1a | *Establish Rapport & Demonstrate Trustworthiness* |  |  |  |  |
| 1b | *Establish & Enact Relationship-Building Routines* |  |  |  |  |
| 1c | *Embody Professionalism* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |
| ***2. Eliciting & Interpreting Student Thinking*** | | | | | |
| 2a | *Formulate & Pose Questions* |  |  |  |  |
| 2b | *Listen to & Interpret Students’ Thinking* |  |  |  |  |
| 2c | *Support Students to Move Beyond Their Initial Ideas* |  |  |  |  |
| 2d | *Assess Student Thinking & Communicate with Families & Specialists* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |
| ***3. Planning for Engaging and Meaningful Lessons (including Launch, & Close)*** | | | | | |
| 3a | *Understand & Organize Subject Matter for Student Learning* |  |  |  |  |
| *3b* | *Plan Instruction & Design Learning Experiences for All Students* |  |  |  |  |
| *3c* | *Launch & Close Engaging & Meaningful Lessons* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |
| ***4. Leading Group Discussions*** | | | | | |
| 4a | *Plan for Group Discussions* |  |  |  |  |
| 4b | *Launch & Conclude Group Discussions* |  |  |  |  |
| 4c | *Orchestrate Discussions* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |
| ***5. Social Justice Standards*** | | | | | |
| 5a | *Support Students’ Positive Identity Development* |  |  |  |  |
| 5b | *Value Diversity* |  |  |  |  |
| 5c | *Challenge Injustice* |  |  |  |  |
| 5d | *Engage Students in Social Action* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |
| ***6.*** ***Develop as a Professional Educator*** | | | | | |
| *6a* | *Reflects on own teaching practice* |  |  |  |  |
| *6b* | *Establishes professional learning goals and works towards attaining them* |  |  |  |  |
| *6c* | *Takes responsibility for student learning* |  |  |  |  |
| *6d* | *Understands and carries out professional responsibilities, demonstrates professional conduct and moral fitness* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |

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| ***7.*** [***Effective Literacy Instruction for All Students***](https://docs.google.com/document/d/1jKw2QhlUzmC9NF3wGMo2cjz8qZnygbCs7N3JXR4y3bo/edit) | | | | | |
| *7.1* | *Meaning Making- Standards-based instruction, Framework themes* |  |  |  |  |
| *7.2* | *Literacy instruction for students with disabilities* |  |  |  |  |
| *7.3* | *Asset-based pedagogies: culturally and linguistically affirming and sustaining pedagogies* |  |  |  |  |
| *7.4* | *Literacy instruction that is active, motivating and engaging* |  |  |  |  |
| *7.5* | *Foundational Literacy Skills* |  |  |  |  |
| *7.6* | *Meaning making addressing comprehension, higher order thinking* |  |  |  |  |
| *7.7* | *Promote oral and written language development (vocab., grammar, syntax, discourse) in reading, listening, speaking, and writing* |  |  |  |  |
| *7.8* | *Effective Expression: LGD, peer feedback, written and oral presentations, technology use* |  |  |  |  |
| *7.9* | *Content Knowledge: Literacy instruction in the content areas, discipline specific language (vocab, syntax, discourse, function)* |  |  |  |  |
| *7.10* | *Monitor students literacy progress through assessment* |  |  |  |  |
| *7.11* | *ELD- integrated and designated* |  |  |  |  |
| **Additional comments and suggestions:** | | | | | |

**If desired, print out this page to refer to while filling out table above.**

1. **Building Respectful Relationships**

***1a. Establish Rapport & Demonstrate Trustworthiness***

BRRa. Establish rapport with students by seeking to learn about & connect with every student as a human being; by providing opportunities for students to learn about & connect with you; by using work on content to both convey appreciation/regard for & connect with students; and/or by finding small moments to connect with children.

BRRb. Demonstrate trustworthiness by treating students as trustworthy; by supporting students to engage in productive struggle with content & to persevere; by inviting & taking seriously students’ questions, challenges, criticisms, & disagreements without taking them personally.

***1b. Enact Relationship-Building Routines***

BRRc. Monitor & maintain relationships with students. This can be done by establishing routines for connecting with students on a regular basis (e.g. greeting students at the door); by establishing communication systems (e.g., interactive journaling, regularly scheduled check-ins, surveys) in order to gather individual student thinking & feedback; by developing systems to track the quality & quantity of interactions with individual students; & by recognizing & actively mediate conflict—[candidates] take ownership when mistakes are made, & adapt behavior based on the needs of the relationship

TPE 1.2 Maintain ongoing communication with students & families, including the use of technology to communicate with & support students & families, & to communicate achievement expectations & student progress

TPE 2.3 Establish, maintain, & monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe to enable all students to learn, & recognize & appropriately address instances of intolerance & harassment among students, such as bullying, racism, & sexism.

***1c. Embody Professionalism & Care***

BRRd. Examine & manage self in relationship with students by attending to who you are outside of the classroom & attending to who you are as a professional inside the classroom; by examining your personality, interrogate your biases, & identify blind spots in terms of how they might impact relationships with individual students; & by attending to how you express yourself

1. **Eliciting & Interpreting Student Thinking**

***2a. Formulate & Pose Questions***

EISTa. Formulate & pose questions designed to elicit & probe student thinking in ways that are sensitive to how students might hear or respond to the questions. This includes slowing the pace of questions and/or using repetition; using native language or translation support (if possible); using gestures, visuals, or leveled sentence stems; building questions off of students’ expressed thinking and/or using questioning to test hypotheses about students’ thinking.

TPE 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, & structured English immersion, & demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, & students who may have both a need to acquire Standard English proficiency & an identified disability.

***2b. Listen to & Interpret Students’ Thinking***

EISTb. Listen to & interpret student responses by giving students time to speak, allowing independent or peer-supported “thinking time,” paying close attention to what students say without interrupting, listening for ideas rather than academic language, noticing specific features of students’ thinking, & using knowledge of the student to make sense of responses.

**TPE 1.8 Monitor student learning & adjust instruction while teaching so that students continue to be actively engaged in learning. (change is that text is bolded)**

***2c. Support Students to Move Students Beyond Their Initial Ideas***

EISTc. Develop additional questions, prompts, & tasks that are attuned to the students’ linguistic capabilities & that probe student thinking beyond their initial responses. Such probing work can be done to uncover thinking that students have yet to express, to unpack expressed thinking that has been surprising or confusing, or to support students in further developing their ideas.

***2d. Assess Student Thinking & Communicate Assessments with Families & Specialists***

TPE 5.3 Involve all students in self-assessment & reflection on their learning goals & progress & provide students with opportunities to revise or reframe their work based on assessment feedback

TPE 5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.

TPE 5.6 Work with specialists to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.

1. **Planning for, Launching, & Closing Lessons**

***3a. Understand & Organize Subject Matter for Student Learning***

TPE 1.3 Connect subject matter to real-life contexts & provide active learning experiences to engage student interest, support student motivation, & allow students to extend their learning.

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards & curriculum frameworks.

TPE 3.4 Individually & through consultation & collaboration with other educators & members of the larger school community, plan for effective subject matter instruction & use multiple means of representing, expressing, & engaging students to demonstrate their knowledge (UDL)

TPE 3.6 Use & adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

***3b. Plan Instruction & Design Learning Experiences for All Students***

TPE 1.4 *Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.*

TPE 4.1Locate & apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short-term & long-term instructional planning purposes.

TPE 4.2 Understand & apply knowledge of the range & characteristics of typical & atypical child development from birth through adolescence to help inform instructional planning & learning experiences for all students.

TPE 4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content & provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy, & offer students multiple means to demonstrate their learning.

***3c. Launch & Close Engaging & Meaningful Lessons***

L&CL2. Launches lessons by orienting students to where each lesson lives in larger instructional units, activating prior knowledge, reinforcing classroom norms, providing student-friendly instructional goals, & (as necessary) teaching, reviewing or reminding students of discussion protocols and/or language supports.

TPE 2.6 Establish & maintain clear expectations for positive classroom behavior & for student-to-student & student-to-teacher interactions by communicating classroom routines, procedures, & norms to students & families.

TPE L&CL3. Closes lessons in ways that allow for students to identify the main take-aways of the lesson, orients students to what comes next in instruction, & offers the teacher formative assessment data (as appropriate).

1. **Leading a Group Discussion**

***4a. Plan for Group Discussions***

LGD1. Identifies an instructional goal & selects a discussion-worthy task, text, phenomena, or issue that links to students’ funds of knowledge & prior knowledge.

LGD2. Drafts questions for discussion & structures to be used during discussion (e.g. protocols, graphic organizers, etc.) & anticipates student ideas, responses, & misconceptions; and plans formal formative assessments to conclude discussions.

***4b. Launch & Conclude Group Discussions***

LGD4. Offers general discussion goals without taking away students' “aha” moment & reminds students of discussion norms & protocols (language supports, protocols, etc.).

LGD 5. Begins discussions by using appropriate prompts that link to students’ funds of knowledge & by allowing students time to think, write, or engage in paired or small group talk before opening the floor.

LGD7. Concludes & summarizes the main takeaways of discussion in ways that acknowledge student competence & focus on students’ contributions; indicates where the discussion will go next & conducts formal formative assessment (as appropriate).

***4c. Orchestrate Discussions***

LGD 6. Elicit & probes students’ thinking, acknowledges student competence, [strategically supporting and selecting students to share out] orients students to each other's' ideas, & makes strategic contributions to discussion that connect ideas under discussion to prior learning, students’ funds of knowledge, or instructional goals.

TPE 2.2 Creates learning environments (i.e., traditional, blended, & online) that promote productive student learning, encourage positive interactions among students, reflect diversity & multiple perspectives, & are culturally responsive.

1. [**Social Justice Standards**](https://www.learningforjustice.org/frameworks/social-justice-standards)

***5a. Support Positive Identity Development***

Develop a positive social identity based on their multiple identities, without denying the value and dignity of others.

***5b. Value Diversity***

Express comfort with and curiosity about people who are both similar to & different from them & engage respectfully with all. Examine diversity in social, cultural political and historical contexts.

***5c. Identify Injustice***

Recognize stereotypes and unfairness at individual and systemic levels & relate to people as individuals rather than representatives of groups, recognize the influence of power and privilege on individual and institutional levels, and identify figures and groups relevant to the history of social justice.

***5d. Engage Students in Social Action***

*Express empathy when people are mistreated, including themselves, and speak up and plan and carry out collective action against injustice.*

1. **Developing as a professional educator**

**6a. *Reflects on own teaching practice***

TPE 6.1 Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. **Incorporates cooperating teacher and supervisor feedback into subsequent lesson planning and delivery. (last sentence is new - from TPE 6 narrative)**

**6b. *Establishes professional learning goals and works towards attaining them***

TPE 6.3 Sets short and long-term teaching and learning goals and works towards attaining them [by routinely engaging in communication and inquiry with colleagues.]

**6c. *Takes responsibility for student learning***

TPE 6.5 Demonstrate professional responsibility for all aspects of student learning & classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns & policies regarding the privacy, health, & safety of students & families. Beginning teachers conduct themselves with integrity & model ethical conduct for themselves & others.

**6d. *Understands and carries out professional responsibilities, demonstrates professional conduct and moral fitness***

TPE 6.6 Understand & enact professional roles & responsibilities as mandated reporters & comply with all laws concerning professional responsibilities, professional conduct, & moral fitness, including the responsible use of social media & other digital platforms & tools.

7. [**Effective Literacy Instruction for all Students**](https://docs.google.com/document/d/1jKw2QhlUzmC9NF3wGMo2cjz8qZnygbCs7N3JXR4y3bo/edit)

7.1 -**Meaning Making- Standards-based instruction, Framework themes**: Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 -**Literacy instruction for students with disabilities:** Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 -**Asset-based pedagogies: culturally and linguistically affirming and sustaining pedagogies:** Asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining pedagogies; literacy development in languages other than English.

7.4 -**Literacy instruction that is active, motivating and engaging**: Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 –**Foundational Literacy Skills:** Foundational Skills-based instruction that is structured, direct, systemic, and explicit addressing foundational skills, language, and cognitive skills

7.6 -**Meaning making addressing comprehension, higher order thinking**: Meaning making based on prior knowledge using complex and literary and informational texts; addressing comprehension, higher order cognition, reasoning, perspective taking across disciplines.

7.7 **Promote oral and written language development (vocab., grammar, syntax, discourse) in reading, listening, speaking, and writing**. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8- **Effective Expression: LGD, peer feedback, written and oral presentations, technology use:** Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9- **Content Knowledge: Literacy instruction in the content areas, discipline specific language (vocab, syntax, discourse, function):**  Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10- **Monitor students literacy progress through assessment:** Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11- **ELD- integrated and designated:** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

**Legend:**

TPEs: Teaching Performance Expectations (update link to include TPEs with TPE 7)

BRR: [Building Respectful Relationships](https://drive.google.com/file/d/1iiM-9FAkH5-odHaZXVFOGePOWYONays8/view?usp=sharing) - High Leverage Practice

EIST: [Eliciting and Interpreting Student Thinking](https://drive.google.com/file/d/1-c9fDdtYl-01p3MBF6o5O-5WtBAKt4ec/view?usp=sharing) - High Leverage Practice

LGD: [Leading a Group Discussion](https://drive.google.com/file/d/1dgn9NSrv7hHk4VJkTJTZS8sNGsfNynwx/view?usp=sharing) - High Leverage Practice

L&C: [Launch](https://drive.google.com/file/d/1jJliBOLYRo8CC8cGGTM6qLgqqoIiCqs0/view?usp=sharing) and [Close](https://drive.google.com/file/d/19w9lc5-2PxcNo5K6IWjRVZCHR2FzqJiR/view?usp=sharing) a Lesson- High Leverage Practices