Date:

Student Teacher:

Grade/Subject:

Observation #

**Objective:**

Narrative:

Student Behaviors/Reactions:

**Thoughts/Questions:**

**Suggestions/Strengths/Goals for Next Observation:**

**Teacher Performance Expectations (TPE)**

TPE’s are rated as (B)beginning, (D)developing, (M)maturing & (I)integrating.

TPE goals for FALL semester are to score at least (D) developing. SPRING semester goal is to score (I) integrating in majority of the categories.

***Note: Highlight the TPEs observed and add any comments/evidence from the observation***

***TPE1-A: Engaging & Supporting All Students in Learning***

1. **Applies knowledge of students’ prior experiences, interests, socio-emotional learning needs, funds of knowledge, and cultural, language, and socioeconomic backgrounds to engage them in learning (TPE 1.1)**
2. **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)**
3. **Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support access to curriculum for wide range of learners within classroom (TPE 1.4)**
4. **Promotes students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (TPE 1.5)**
5. **Provides a supportive learning environment for students’ first and/or second language acquisition (TPE 1.6)**
6. **Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning (TPE 1.7)**
7. **Monitors student learning and adjusts instruction while teaching so students remain engaged in learning (TPE 1.8)**

***TPE 1: Notes/Comments***

**TPE2-B: Creating & Maintaining Effective Environments for all Student Learning**

1. **Promotes students’ social-emotional growth, development, and individual responsibility to foster a caring community (TPE 2.1)**
2. **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)**
3. **Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learning (TPE 2.3)**
4. **Maintains high expectations for learning with appropriate support for the full range of students in the classroom (TPE 2.5)**
5. **Establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions (TPE 2.6)**

***TPE 2: Notes/Comments***

**TPE3-C: Understanding & Organizing Subject Matter for Student Learning**

1. **Demonstrates subject matter knowledge, including CA Standards and curriculum frameworks as well as program’s mission, vision, and core values (TPE 2.2 & 3.1)**
2. **Uses knowledge about students and learning goals to facilitate student understanding of subject matter (TPE 3.2)**
3. **Plans, designs, implements, and monitors instruction using subject-specific practices and implement cross-disciplinary learning sequence, including integrating the visual and performing arts (TPE 3.3)**
4. **Plans and uses multiple means of representing, expressing, and engaging students to demonstrate knowledge (TPE 3.4)**
5. **Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to promote subject matter knowledge (TPE 3.5)**
6. **Uses and adapts resources, standards-aligned instructional materials, and a range of technology to facilitate students’ equitable access to the curriculum (TPE 3.6)**
7. **Models and develops digital literacy by using technology to engage students, support learning, and promote digital citizenship (TPE 3.7)**

***TPE 3: Notes/Comments***

**TPE4-D: Planning Instruction & Designing Learning Experiences for All Students**

1. **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)**
2. **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)**
3. **Implement instruction and assessment that reflect the interconnectedness of academic content areas (TPE 4.3**
4. **Plan, design, implement and monitor instruction by removing barriers and providing access through effective instructional strategies (TPE 4.4)**
5. **Access resources for planning and instruction (TPE 4.6)**
6. **Plan instruction that promotes a range of communication strategies and activity modes between teacher and students and among students that encourage student participation in learning (TPE 4.7)**
7. **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)**

***TPE 4: Notes/Comments***

**TPE5-E: Assessing Student Learning**

1. **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)**
2. **Collects and analyzes assessment data (including information from students’ IEP, IFSP, 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)**
3. **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)**
4. **Uses technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families (TPE 5.4)**
5. **Uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (TPE 5.5)**

***TPE 5: Notes/Comments***

**TPE6-F: Developing as a Professional Educator-Teaching Performance Expectation**

1. **Reflects on own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (TPE 6.1)**
2. **Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students (TPE 6.2)**
3. **Establishes professional learning goals and makes progress to improve practice by routinely engaging in communication and inquiry with colleagues (TPE 6.3)**
4. **Communicates effectively with peers, families, and members of the larger school community to support teacher and student learning (TPE 6.4)**
5. **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)**

***TPE 6: Notes/Comments***