

Supervised Instruction Progress Report

Single Subject Credential

Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type of Class (e.g., American History 11)

This is a progress report based on _____ visits of an average of _____ minutes each.

The evaluation is based on the thirteen California Teaching Performance Expectations (TPEs) organized in six major domains. While all six domains are critical for successful teaching, a score of 3 or higher is required on all Domain 1 items in order to earn a Credit. The phases of performance competency and the passing standard are explained below.

Scoring Scale: Exemplary Performance (5) Exceeds Expectations (4) Meets Expectations (3) Performs Below Expectations (2) Unacceptable Performance (1) No Opportunity to Observe (NOTO)

1. Making Subject Matter Comprehensible to Students

- 1.1 Knows subject matter (TPE 1)
- 1.2 Demonstrates subject-specific pedagogical knowledge and skills (TPE 1)
- 1.3 Teaches to California academic content standards (TPE 1)
- 1.4 Communicates effectively in oral and written English (TPE 1)
- 1.5 Communicates effectively in the BCLAD language (TPE 1, BCLAD only; leave blank for non-BCLAD candidates)

2. Assessing Student Learning

- 2.1 Monitors student learning during instruction (TPE 2)
- 2.2 Paces instruction appropriately and re-teaches content when necessary (TPE 2)
- 2.3 Uses multiple means of assessment (TPE 3)
- 2.4 Gives students meaningful feedback on assignments and assessments (TPE 3)

3. Planning Instruction and Designing Learning Experiences for Students

- 3.1 Learns about students' prior knowledge, background, and interests, and plans lessons that draw on these (TPE 8)
- 3.2 Prepares complete and sequential lesson plans with a progression of learning tasks and assessments that build understanding of content (TPE 9)
- 3.3 Plans vocabulary, reading, writing, speaking, and listening instruction for content area learning (TPE 9)
- 3.4 Plans instruction that addresses academic language features of learning tasks and California English Language Development Standards (TPE 9)

4. Engaging and Supporting Students in Learning

- 4.1 Provides opportunities and time for students to practice and apply what they have learned (TPE 4)
- 4.2 Uses an effective mix of instructional activities to engage students in multiple learning modalities and to make content accessible (TPE 5)
- 4.3 Establishes and communicates developmentally appropriate and challenging academic expectations (TPE 6)
- 4.4 Differentiates instruction to meet the needs of students from diverse backgrounds, including English Learners and students with special needs (TPE 7)

5. Creating and Maintaining Effective Environments for Student Learning

- 5.1 Maximizes instructional time, managing classroom routines and transitions (TPE 10)
- 5.2 Creates a positive climate for learning and student discussion, maintaining clear expectations for academic and social behavior (TPE 11)
- 5.3 Creates an inclusive learning environment for students with diverse learning needs and backgrounds (TPE 11)
- 5.4 Maintains good rapport with students (TPE 11)

6. Developing as a Professional Educator

- 6.1 Maintains good rapport with faculty and staff (TPE 12)
- 6.2 Meets commitments and deadlines (TPE 12)
- 6.3 Meets professional, legal, and ethical obligations (TPE 12)
- 6.4 Reflects on, analyzes, and evaluates own teaching (TPE 13)

School and Class Characteristics [School: SES, size, type (e.g., charter, comprehensive high school), ethnic/racial makeup; Class: size, English learners, students with special needs or at risk of failure, etc.]:

Summary of Candidate's Performance (strengths, areas for improvement, special contributions):

The Teacher/Intern Candidate and the University Supervisor/Master Teacher have discussed this evaluation.

Teacher/Intern Candidate Name _____ and Signature _____

University Supervisor Name/Master Teacher Name _____ and Signature _____

Scoring Scale and Passing Standard for SED 554, SED 593, or SED 594

5: Exemplary Performance

This rating is limited to a very few candidates who display exemplary performance regarding the item. The candidate demonstrates outstanding knowledge about the item and effectively applies that knowledge in teaching at a performance level normally seen among veteran teachers.

4: Exceeds Expectations

The Candidate performs beyond the level expected of a beginning student teacher or intern. The Candidate demonstrates strong knowledge about the item and effectively applies that knowledge in teaching.

3: Meets Expectations

The Candidate performs at the level expected of a beginning student teacher or intern. The Candidate demonstrates and applies or attempts to apply sound knowledge about the item in teaching. The Candidate shows good potential for growth. Candidates must receive a score of 3 or higher on all Domain 1 items to earn a Credit.

2: Performs Below Expectations

The Candidate performs below the level expected of a beginning student teacher or intern. The Candidate demonstrates weak or invalid knowledge about the item and/or is unable to apply appropriate knowledge about the item in teaching. The Candidate is expected to improve with assistance and further experience. A Candidate with one (1) rating of 2 in Domain 1 or four (4) or more ratings of 2 in Domains 2-6 will receive a grade of No Credit.

1: Unacceptable Performance

The Candidate's performance raises strong concerns and appears to hamper student learning or well-being. A Candidate with one (1) or more ratings of 1 will receive a grade of No Credit.