
Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type of Class (e.g., Sheltered English 10, Basic Math 7-8)

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 rating of 3 or higher must be scored in all Domain 1 items to earn a Credit. The phases of performance competency and the passing standard are explained below.

Scoring Scale: Outstanding (5) Strong (4) Satisfactory (3) Marginal (2) Unsatisfactory (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 by eliciting elaborated student responses to subject matter (TPE 2)
- 2.2 Responds to student questions and comments in ways that build understanding of subject matter (TPE 2)
- 2.3 Paces instruction appropriately and re-teaches content when necessary (TPE 2)
- 2.4 Uses multiple means of assessment (TPE 3)
- 2.5 Develops assessments that require students to show depth of understanding and skill (TPE 3)
- 2.6 Assesses students in both productive (talking/writing) and receptive (listening/reading) modalities (TPE 3)
- 2.7 Draws accurate conclusions from assessments about student and whole-class learning (TPE 3)
- 2.8 Uses the information from assessments to formulate next steps in instruction (TPE 3)
- 2.9 Communicates progress to students, giving them meaningful feedback on assignments (TPE 3)
- 2.10 Communicates course expectations and student progress to parents/guardians (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 Learns the needs of students with special needs, including at-risk and gifted students, and uses this knowledge in planning (TPE 8)
- 3.3 Prepares complete and sequential lesson plans with a progression of learning tasks and assessments that build understanding of content (TPE 9)
- 3.4 Plans vocabulary, reading, writing, speaking, and listening instruction for content area learning (TPE 9)
- 3.5 Identifies academic language features of learning tasks, and plans supporting instruction (TPE 9)
- 3.6 Prepares lesson plans that address California English Language Development standards for English learners (TPE 9)
- 3.7 Plans for in-depth student discussion of content in whole class and small group formats (TPE 9)
- 3.8 Plans lessons and assessments that address multiple levels of cognitive demand (TPE 9)

4. Engaging and Supporting Students in Learning

- 4.1 Communicates student learning objectives (TPE 4)
- 4.2 Promotes student practice and application of knowledge (TPE 4)
- 4.3 Integrates computer-based technology into instruction (TPE 4)
- 4.4 Uses an effective mix of instructional activities to engage students in multiple learning modalities (TPE 5)
- 4.5 Ensures meaningful and substantial participation of all students (TPE 5)
- 4.6 Establishes challenging academic expectations and fosters higher order thinking and problem-solving skills (TPE 6)
- 4.7 Connects curriculum to life outside school, including future higher education and career options (TPE 6)
- 4.8 Meets the instructional needs of students from diverse cultural backgrounds, demonstrating cultural awareness and sensitivity (TPE 7)
- 4.9 Meets the instructional needs of English Learners (TPE 7)
- 4.10 Meets the instructional needs of students with special needs (TPE 5)
- 4.11 Meets the instructional needs of students at risk of educational failure (TPE 5)

5. Creating and Maintaining Effective Environments for Student Learning

- 5.1 Maximizes instructional time, managing classroom routines and transitions (TPE 10)
- 5.2 Maintains classroom control and consistently enforces policies (TPE 10)
- 5.3 Learns about and uses school facilities and resources for instruction (TPE 10)
- 5.4 Creates a positive climate for learning and student discussion, maintaining clear expectations for academic and social behavior (TPE 11)
- 5.5 Creates an inclusive learning environment for students with diverse learning needs and backgrounds (TPE 11)
- 5.6 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 Maintains good rapport with students' families (TPE 12)
- 6.3 Meets commitments and deadlines (TPE 12)
- 6.4 Meets professional, legal, and ethical obligations (TPE 12)
- 6.5 Reflects on, analyzes, and evaluates own teaching (TPE 13)
- 6.6 Implements changes based on self-reflection and constructive suggestions from others (TPE 13)

School and Class Characteristics [School: SES, size, type (e.g., charter, comprehensive high school), ethnic/language 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 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 555, SED 555BL, SED 555I, and SED 555IB

5 Outstanding

Reserved for rating the teaching performance at an unusually high level of proficiency that is sustained at that outstanding level throughout the semester. Indicates that the Teacher Candidate who has reached this exceptional nature of mastery could serve to demonstrate a teaching lesson for other teachers.

4 Strong

Demonstrates a high level of teaching performance that indicates enough competence to warrant making independent decisions about planning and implementation of lessons. Ensures generally that the students in the classroom meet the goals of the lessons satisfactorily.

3 Satisfactory

Indicates an adequate level of understanding of the TPEs but needs to put them into practice more skillfully or consistently. Generally, additional practice will result in competence. All Domain 1 (Subject Area) items must earn a score of 3 or higher for a grade of Credit.

2 Marginal

Reveals a low level of performance stemming from an inability to comprehend or demonstrate essential TPEs. Generally these deficiencies signal correlative problems in several areas of the TPEs. A Teacher Candidate who receives four (4) or more scores at this level on the Midterm Evaluation must have an Assistance Plan. A Teacher Candidate who receives one (1) Marginal mark in Domain 1 or four (4) or more Marginal marks in Domains 2-6 on the Final Evaluation will receive a grade of No Credit and will not be recommended for a credential.

1 Unsatisfactory

Indicates an unacceptable level of performance. Teacher Candidates who are rated at this level on one or more competencies will receive a grade of No Credit and will not be recommended for a credential. If even one competency is marked "Unsatisfactory" at the Midterm Evaluation, an Assistance Plan is required and serious consideration should be given to withdrawing from the assignment unless the Teacher Candidate shows dramatic improvement within two to three weeks.