

California State University, Los Angeles
CHARTER COLLEGE OF EDUCATION
 Multiple Subject Credential Directed Teaching Evaluation Form Rubric

Element	Developmental (NO CREDIT) Candidate is progressing toward meeting the standard.	Meets Standard (CREDIT) Candidate has demonstrated competence at a beginning level.
<i>Description of Practice for Understanding and Organizing Subject Matter for Student Learning (CSTP 3)* TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</i>		
1.1 Demonstrating knowledge of subject matter and student development	The candidate's working knowledge of subject matter and student development is inconsistently evident, does not adequately support student learning, or may not be current.	The candidate's working knowledge of subject matter and basic principles of student development reflects current perspectives that support student learning.
1.2 Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports student understanding of core concepts.	The candidate effectively organizes the curriculum to demonstrate concepts, themes, and skills indicative of different perspectives, and to support an understanding of core concepts.
1.3 Interrelating ideas and information within and across subject matter areas	The candidate presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support student understanding.	The candidate identifies key concepts and information for instruction within the curriculum, and relates content to previous learning while extending student understanding.
1.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The candidate uses strategies to make the content accessible to students, and encourages students to think critically or to extend their knowledge of subject matter.
1.5 Using materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources and technologies are used to convey key subject matter concepts, reflecting diverse perspectives.
<i>Description of Practice for Assessing Student Learning (CSTP 5)* TPE 2: Monitoring Student Learning During Instruction</i>		
2.1 Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals from state content standards identified to meet school and district expectations are clearly communicated to all students.
2.2 Monitoring progress	The candidate infrequently assesses the pace of instruction and seldom checks if re-teaching of concepts is necessary.	The candidate uses varied assessments to see if pacing matches student needs during instruction or if re-teaching is necessary.

<i>TPE 3: Interpretation and Use of Assessments*</i>		
3.1 Collecting and using multiple sources of information to assess student learning	The candidate uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to student learning.	The candidate uses multiple sources of information to assess student learning and a variety of strategies to monitor student progress.
3.2 Involving and guiding all students in assessing their own learning	The candidate does not encourage students to reflect on or assess their own work.	Opportunities are provided for students to discuss work with peers and to reflect on their own progress.
3.3 Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the candidate to plan, guide, or adjust instruction.	Information from a range of assessments is used to plan learning activities and support class needs and achievement. Assessment is used to modify instruction while teaching.
3.4 Communicating with students, families, and other audiences about student progress	The candidate provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The candidate provides information about student learning to students, families, and support personnel, to promote understanding and academic progress.
3.5 Interpreting standardized test results	The candidate's knowledge of how to interpret and use standardized test results is inconsistent and weak.	The candidate correctly interprets standardized test results and uses those data to individualize instruction.
<i>Description of Practice for Engaging and Supporting All Students in Learning (CSTP 1)*</i>		
<i>TPE 4: Making Content Accessible</i>		
4.1 Connecting students' prior knowledge, life experience, and interests with learning goals	The candidate makes no connections between the learning goals and student prior knowledge, life experiences, and interests.	The candidate makes connections between the learning goals and the students' prior knowledge, life experiences, and interests.
4.2 Checking for understanding	The candidate does not elicit student questions or comments during a lesson.	The candidate elicits questions or comments from students during a lesson to monitor their understanding.
4.3 Adapting for special needs	The candidate's adaptations of instruction and environment to accommodate students with special needs are insufficient or inappropriate. Or, the candidate does not have special needs students in class.	The candidate adapts the content instruction and environment to accommodate students with special needs.
<i>TPE 5: Student Engagement</i>		
5.1 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the candidate to allow student autonomy, interaction, and choice.
5.2 Engaging students in problem solving, critical thinking, and other activities	No learning opportunities are provided for students to engage in problem solving, analysis, or	Learning opportunities are provided for students to engage in problem solving within subject matter areas,

that make subject matter meaningful.	inquiry within or across subject matter areas.	and appropriate support is given to develop necessary skills.
<i>TPE 6: Developmentally Appropriate Teaching Practices</i>		
6.1 Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Student learning is directed and monitored by the candidate, and opportunities are provided for students to reflect on their work individually.
6.2 Teaching children based on developmental needs (K-3, 4-6)	The candidate sometimes uses practices that are developmentally and culturally appropriate for children in K-6 classrooms.	The candidate uses practices that are developmentally and culturally appropriate for children in grades K-6 classrooms.
<i>TPE 7: Teaching English Learners</i>		
7.1 Using a variety of instructional strategies to respond to students' diverse needs	The candidate uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to English Learners and their instructional goals. No adjustments are made to differentiate instruction for student diverse needs. Or, candidate does not have EL students in class.	The candidate uses a selection of instructional strategies to differentiate instruction for student diverse needs that are appropriate to English Learners and their instructional goals.
7.2 Accommodating linguistic and cultural differences	The candidate infrequently demonstrates evidence of accommodating linguistic and cultural differences to promote the literacy and academic achievement of non-standard English speakers.	The candidate uses strategies to accommodate different linguistic and cultural differences (SDAIE, ELD) as needed to promote the literacy and academic achievement of non-standard English speakers.
<i>Description of Planning Instruction & Designing Learning Experiences for All Students (CSTP 4)*</i>		
<i>TPE 8: Learning About Students</i>		
8.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect student backgrounds, experiences, interests, and developmental needs, and do not support student learning.	Instructional plans draw from information about student backgrounds, experiences, interests, and developmental needs to support student learning.
8.2 Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address necessary aspects of the lesson based on student needs.
8.3 Identifying special needs	The candidate has difficulty identifying students needing special instruction, and how to accommodate those needs appropriately.	The candidate can identify students in need of special instruction, and attempts to accommodate instruction accordingly.
<i>TPE 9: Instructional Planning</i>		
9.1 Establishing and articulating goals for student learning	Instructional goals are not established or do not address student language, experience or home and school expectations.	Instructional goals address student language, experience, and/or home and school expectations. Expectations for students are

	Expectations for students are inconsistent with goals.	consistent with instructional goals.
9.2 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Logically sequenced instructional activities and materials are appropriate to learning goals, and engage students in meaningful learning.
9.3 Designing long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure and sequence in order to help students develop conceptual understanding
9.4 Designing short-term plans to foster student learning	The candidate's plans often are not aligned (goals/objectives with strategies, materials, assessments).	Goals/objectives are aligned with strategies, materials and assessments.
<i>Description of Creating and Maintaining Effective Environments for Student Learning (CSTP 2)*</i> <i>TPE 10: Instructional Time</i>		
10.1 Planning and implementing classroom procedures and routines	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines minimize loss of instructional time.
10.2 Using instructional time effectively	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time. The candidate rarely reflects on and consults about the use of instructional time.	Instructional time is paced so that students complete learning activities. The candidate efficiently transitions from one subject/activity to the next, and reflects on and consults about the use of instructional time.
<i>TPE 11: Social Environment</i>		
11.1 Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The candidate recognizes the role the physical environment plays in providing safety, accessibility and individual student engagement.
11.2 Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the candidate and students or among students. Students are unwilling to take risks. The candidate response to inappropriate behaviors is unfair or inequitable.	The candidate promotes a climate of fairness and respect. The candidate responds to inappropriate behavior in a fair and equitable manner.
11.3 Promoting social development and group responsibility	Student social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	The candidate promotes student responsibility and respect for one another's differences in social interactions.
11.4 Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the	The candidate establishes and maintains fair and respectful norms of behavior during instruction.

	standards are.	
<i>Description of Practice for Developing as a Professional Educator (CSTP 6)*</i>		
<i>TPE 12: Evidence of Professional, Legal & Ethical Obligations</i>		
12.1 Taking responsibility for student learning	The candidate takes little responsibility for student learning.	The candidate establishes and takes responsibility for student academic learning.
12.2 Recognizing personal values and biases	The candidate appears unaware of own personal values and biases or denies their effect on teaching and learning.	The candidate is aware of the effect of own personal values and biases on teaching and learning.
12.3 Utilizing local, state and federal laws, policies and procedures to promote learning	The candidate appears to know little of how state or federal laws pertaining to ELL, gifted, and special needs students guide planning and instruction.	The candidate demonstrates an understanding of how the major ideas of state and federal laws guide planning and instruction for ELL, gifted, and special needs students.
12.4 Protecting children	The candidate does not provide evidence of protecting the privacy, health, and safety of students.	The candidate demonstrates an understanding of the privacy, health, and safety of students in teaching performance.
<i>TPE 13: Professional Growth</i>		
13.1 Reflecting on teaching practice and planning professional development	The candidate may reflect on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The candidate reflects on lessons and areas of concern in his/her teaching practice, assesses growth in these areas with assistance, and uses reflection to determine areas for professional development.
13.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The candidate rarely pursues available opportunities to develop new knowledge or skills, or to participate in the professional community.	The candidate establishes goals for professional growth, pursues available opportunities to acquire new knowledge and skills, and participates in the professional community.
<i>Work Habits and Behaviors</i>		
Working with colleagues to improve professional practice	The candidate rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The candidate collaborates with colleagues, seeks out staff to help meet students' needs, and participates in school-wide events.
Exhibiting professional appearance and demeanor	The candidate does not usually demonstrate professional appearance and demeanor.	The candidate demonstrates professional appearance and demeanor.
<i>School Service and Communication with Families and the Community</i>		
Working with families to improve professional practice	The candidate may demonstrate respect for student families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the	The candidate communicates with families and provides opportunities for parents to participate in the student learning experience.

	classroom or school community.	
Working with communities to improve professional practice	The candidate has limited knowledge of student communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	The candidate recognizes the school community as a resource, and attempts to apply this understanding to benefit students and families.

* Candidate must have demonstrated mastery in majority of descriptors in any given CSTP category.