

California State University, Los Angeles
CHARTER COLLEGE OF EDUCATION
 Single 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 lacks consistency and 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 lacks organization and concepts, themes, and skills taught are rarely reflective of different perspectives or those that support 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 subject matter.	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 used are inappropriately 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 used are either inadequate or inappropriate for conveying key subject matter concepts, and they do not accurately (delete underlined) 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	Learning goals from state content standards are not established or they are not clearly communicated to all students. (replace)	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	The candidate uses varied assessments to see if pacing matches student needs during instruction or

	necessary.	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 rarely uses multiple sources of information and strategies to assess student learning and to monitor student progress.	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	Opportunities for students to discuss work with peers and to reflect on their own progress are rarely provided.	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 from assessments is not used to plan, guide, adjust or modify instruction while teaching.	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 is unable to accurately interpret standardized test results and use those data to individualize instruction.	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.	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 candidate in ways that allow no student autonomy, interaction, and 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 that make subject matter	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject	Learning opportunities are provided for students to engage in problem solving within subject matter areas, and appropriate support is given to

meaningful.	matter areas.	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 and reflect on their own work.	Student learning is directed and monitored by the candidate, and opportunities are provided for students to reflect on their work individually.
<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.	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 in need of 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>		
9.2 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials lack logical development and are inappropriate, or instructional goals do not engage students in meaningful learning.	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	Long-term plans lack a recognizable structure and sequence that help students develop conceptual understanding.	Long-term plans have a recognizable structure and sequence in order to help students develop conceptual understanding.
9.4 Goals aligned with models	Goals/objectives lack alignment	Goals/objectives are aligned with

and strategies	with instructional models, strategies, materials and assessments.	instructional models, 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 Technical Management: Planning and implementing classroom procedures and routines	Procedures for creating classroom function, attention, transitions and efficient routines have not been established or do not minimize loss of instructional time.	Procedures for creating classroom function, attention, transitions and efficient routines have been established and operate to minimize loss of instructional time.
<i>TPE 11: Social Environment</i>		
11.2 Establishing a climate that promotes fairness, cause and effect and respect	The candidate does not promote a climate of fairness and respect. The candidate's response to inappropriate behaviors is often personal, illogical, or random.	The candidate promotes a climate of fairness and respect. The candidate responds to inappropriate behavior in a fair non-personal and relies on logical consequences and cause and effect.
11.3 Promoting social development, collective function and group responsibility	The candidate does not promote or support student responsibility and respect for one another's differences in social interactions.	The candidate promotes student responsibility, collective function and respect for one another's differences in social interactions.
11.4 Clear and shared collective expectations and norms for quality behavior	The candidate fails to establish and maintains clear expectations and respectful norms of behavior.	The candidate establishes clear and shared expectations and maintains fair and respectful norms of behavior.
<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 academic learning.	The candidate 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.
<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	The candidate rarely establishes goals for professional growth,	The candidate establishes goals for professional growth, pursues

opportunities to grow professionally	pursues available opportunities to develop new knowledge or skills, or participates in the professional community.	available opportunities to acquire new knowledge and skills, and participates in the professional community.
<i>Work Habits and Behaviors</i>		
Works 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 communities and families to improve professional practice	The candidate has limited communication with families and 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 TPE category to qualify as meeting the standard.