

California State University, Los Angeles ____ Mid-Term ____ Final

University Supervisor or Mentor Teacher: (Evaluator)

Teacher Candidate:

Last Name

First Name

Evaluation Date:

Credential Program: (Multiple Subject or Single Subject)

Academic Year:

Term: (Fall or Spring)

Placement:

District

School

Area of Instruction:

Grade Level

Subject

The Evaluation Form

This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

Use the following Rating Rubric:

1 = NC, NOT CONSISTENT with Standard Expectations for Beginning Practice: The Teacher Candidate provides LITTLE OR NO EVIDENCE of effective teaching practice in this category.

2 = D, DEVELOPING Beginning Practice: The Teacher Candidate provides SOME EVIDENCE of effective teaching practice in this category.

3 = P, PROFICIENT Beginning Practice: The Teacher Candidate provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.

4 = E, EXCEPTIONAL Beginning Practice: The Teacher Candidate provides CONSISTENT, EXTENSIVE, HIGH QUALITY EVIDENCE of effective teaching practice in this category.

N/A = NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score.

Important Notes:

1. Evidence of student teaching performance comes in three forms: observation, conferencing, and documents. **Observation** can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues and parents. **Conference** discussions can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. **Document analysis** can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.
2. N/A, NOT AVAILABLE AT THIS TIME, may appear more frequently on the Mid-Term Evaluation. It should appear only rarely on the Final Evaluation.
3. The MID-TERM EVALUATION is for formative assessment only. A rating of “NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)” for an indicator in any area denotes a critical need for attention prior to the Final Evaluation period.
4. A rating of “NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)” in CATEGORY “G” of the FINAL EVALUATION by THE UNIVERSITY SUPERVISOR will result in NO CREDIT received for student teaching. A candidate with this rating will not be recommended for the credential.

A. Engaging and Supporting All Students in Learning

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice N/A = NOT AVAILABLE AT THIS TIME					
The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning.					
2. Maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.					
3. Connects subject matter to real-life contexts and provides hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.					
4. Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment.					
5. 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.					
6. Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and					

structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.					
7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.					
8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.					

B. Creating and Maintaining Effective Environments for Student Learning

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice N/A = NOT AVAILABLE AT THIS TIME					
The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Promotes students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where adults and peers treat each student fairly and respectfully.					
2. Creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.					
3. Establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.					
4. Knows how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.					
5. Maintains high expectations for learning, with appropriate support for the full range of students in the classroom.					
6. Establishes and maintains clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.					

C. Understanding and Organizing Subject Matter for Student Learning

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice N/A = NOT AVAILABLE AT THIS TIME					
The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Demonstrates knowledge of subject matter, including the adopted California state standards and curriculum frameworks.					
2. Uses knowledge about students (e.g., IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of					

subject matter, and makes accommodations and/or modifications as needed to promote student access to the curriculum.					
3. Plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.					
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plans for effective subject matter instruction and uses multiple means of representing, expressing, and engaging students to demonstrate their knowledge.					
5. Adapts subject matter curriculum, organization, and planning to support the academic language acquisition and subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.					
6. Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum.					
7. Models and develops digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security.					
8. Demonstrates knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.					

D. Planning Instruction and Designing Learning Experiences for All Students

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice N/A = NOT AVAILABLE AT THIS TIME					
The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Locates and applies information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes					
2. Understands and applies knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.					
3. Designs and implements instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.					
4. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and 					

• use of community resources and services as applicable.					
5. Promotes student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans).					
6. Accesses resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.					
7. Plans instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning.					
8. Uses digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.					

E. Assessing Student Learning

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

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The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics.					
2. Collects and analyzes assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.					
3. Involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise or reframe their work based on assessment feedback.					
4. Uses technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.					
5. Uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.					
6. Works with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities.					
7. Interprets English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, and uses this information in planning instruction.					
8. Uses assessment data, including information from students' IEP, ISFP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.					

F. Developing as a Professional Educator

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

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The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students.					
2. Recognizes their own values and biases, the ways in which these values and biases may positively and negatively affect teaching and learning, and works to mitigate any negative impact on the teaching and learning of students, including acts of intolerance and harassment such as bullying or racism.					
3. Establishes professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.					
4. Demonstrates how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.					
5. Demonstrates professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.					
6. Understands and enacts professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.					
7. Critically analyzes how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.					

G. Effective Literacy Instruction for All Students

N/A = NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice N/A = NOT AVAILABLE AT THIS TIME					
The Teacher Candidate as a <u>beginning teacher</u>:	1	2	3	4	N/A
1. Plans and implements evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.					
2. Plans and implements evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals					

for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).					
3. Incorporates asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promotes students' literacy.					
4. Provides literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.					
<p>5. Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>					
6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.					
7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.					

<p>8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>					
<p>9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>					
<p>10. Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p>					
<p>11. Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>					

H. OVERALL TEACHING EFFECTIVENESS ASSESSMENT

This rating is a holistic assessment of the Teacher Candidate's performance and is based on an average score of categories A-G.

Response Legend: 1 = NC, Not Consistent 2 = D, Developing Beginning Practice 3 = P, Proficient Beginning Practice 4 = E, Exceptional Beginning Practice				
	1	2	3	4
A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2, D, DEVELOPING BEGINNING PRACTICE in category "G" on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential. The student must receive a score of Proficient Beginning Practice or Exceptional Beginning Practice to receive full credit for student teaching.				

H. Comments

Indicate three areas of strength:

Indicate three areas where improvement is needed:

Other comments on Overall Teaching Effectiveness:

Overall Rating

A rating of “1 = NC, NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE” or “2 = D, DEVELOPING BEGINNING PRACTICE” in category “G” on the FINAL EVALUATION will result in no credit received for directed teaching. The candidate will not be recommended for the credential.

1 = NC, Not Consistent _____

3 = P, Proficient Beginning Practice _____

2 = D, Developing Beginning Practice _____

4 = E, Exceptional Beginning Practice _____

University Supervisor / Mentor Teacher Signature:

Teacher Candidate Signature: