



College of Education

Department of Curriculum and Instruction

STUDENT (Last)	(First)	SCHOOL	
DATE	GRADE/SUBJECT	TIME START	TIME END

Directed Teaching Observation Report

*Prior to completing the Directed Teaching Observation Report, be sure to access these detailed descriptions of the TPEs: [California Teaching Performance Expectations \(TPEs\)](#) from the Commission on Teacher Credentialing (adopted June 2016) and the new [Literacy Program Standard 7 and TPEs](#) (adopted Oct 2022 and effective July 1, 2024).

TPE 1: Engaging and Supporting All Students in Learning	Observation Notes
<ol style="list-style-type: none">1. Apply knowledge of students...2. Maintain ongoing communication with students and families...3. Connect subject matter to real-life contexts and provide active learning experiences to engage students...4. Use a variety of ... including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum...5. Promote students' critical and creative thinking and analysis...6. Provide a supportive learning environment for students' first and/or second language acquisition...7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts...8. Monitor student learning and adjust instruction...	
TPE 2: Creating and Maintaining Effective Environments for Student Learning	Observation Notes
<ol style="list-style-type: none">1. Promote students' social-emotional growth, development...2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning...3. Establish, maintain, and monitor inclusive learning environments...4. Know how to access resources to support students5. Maintain high expectations for learning with appropriate support...6. Establish and maintain clear expectations for positive classroom behavior...	
TPE 3: Understanding and Organizing Subject Matter for Student Learning	Observation Notes
<ol style="list-style-type: none">1. Demonstrate knowledge of subject matter...2. Use knowledge about students and learning goals to organize the...3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy...4. Individually and through consultation and collaboration..., plan for effective subject matter instruction...5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language...6. Use and adapt resources, standards-aligned instructional materials...7. Model and develop digital literacy by using technology to engage students and support their learning...8. Demonstrate knowledge of effective teaching strategies with technology standards...	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Observation Notes
<ol style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals... 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. Plan instruction that promotes a range of communication strategies and activity modes... 8. Use digital tools and learning technologies across learning environments.... 	
TPE 5: Assessing Student Learning	Observation Notes
<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments... 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. 6. Work with specialists to interpret assessment results from formative and summative assessments... 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction... 	
TPE 6: Developing as a Professional Educator	Observation Notes
<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. Recognize own values and implicit and explicit biases... 3. Establish professional learning goals and make progress to improve practice... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 5. Demonstrate professional responsibility for all aspects of student learning and classroom management... 6. Understand and enact professional roles and responsibilities as mandated reporters... 7. Critically analyze how the context, structure, and history of public education in California affects and influences... 	
TPE 7: Effective Literacy Instruction for All Students (effective July 1, 2024)	Observation Notes
<ol style="list-style-type: none"> 1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in...the CA ELA/ELD Framework... 2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in...UDL, MTSS & Dyslexia Guidelines... 	

<ol style="list-style-type: none"> 3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices... 4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging...responsive...reflective of...based on... 5. Multiple Subject: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition... 6. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion... 7. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings... 8. Develop students' effective expression as they write, discuss, present, and use language conventions... 9. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking... 10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques... 11. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD... 	
University Supervisor's Signature	Teacher Candidate's Signature