

Multiple Subject Supervisor Candidate Formative Evaluation - 2023-2024
TPEs and BTPEs

Observation (Please highlight or circle)

Fall 1	Fall 2	Fall 3	Fall4	Winter 1	Winter 2	Winter 3	Winter 4	Spring 1	Spring 2	Spring 3	Spring 4
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Candidate Name:	Supervisor Name:	
Date:	Mentor Teacher:	Class:

Look-fors/strategies suggested from Prior Observation Action Plan:	
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General Observation Notes:

Providing TPE/BTPE-aligned feedback to your candidates: After each observation, provide your candidate with feedback based on the rubric below.

* Check only one column for each broad TPE/BTPE category. * **Provide evidence** for the [TPEs/BTPEs addressed in the lesson observed](#). * Remind your student to use their personal [TPE/BTPE Rubric Log](#) to take notes during the debrief and to record their scores. * **Email this document to students.** They will use your notes and their notes to work on their [Action Plan](#). * Last step, enter your rubric scores and one or two comments on Qualtrics.

<u>B - Beginning</u>	<u>D - Developing</u>	<u>P - Proficient</u>	<u>S - Skilled</u>	<u>N - No Evidence</u>
Initial attempts at implementation Attempts to apply or implement	Building on past experiences, knowledge or reflections	<i>Often</i> implementing effective practices	Consistently and appropriately implementing effective practices	Limited opportunities to implement OR Not observed

TPE/BTPE	B	D	P	S	N	Comments/Evidence
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1: Engaging and Supporting All Students in Learning - Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (TPE 1.1, <i>BTPE 1.1</i>) - Connects to student interests (TPE 1.3) - Promotes critical thinking (TPE 1.5) - Uses ELD, SDAIE strategies (TPE 1.6) - Monitors and adjusts instruction (TPE 1.8) - <i>Promotes learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural (BTPE 1.2)</i> - <i>Supports all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge. (BTPE 1.3)</i>						
TPE/BTPE	B	D	P	S	N	Comments/Evidence
2: Creating and Maintaining Effective Environments for Student Learning - Fosters a caring community where each student is treated fairly and respectfully by adults and peers (TPE 2.1, <i>BTPE 2.2, 2.4</i>) - Promotes an inclusive environment (TPE 2.3, <i>BTPE 2.4 including conflict resolution practices that foster linguistically inclusive community</i>) - Maintains high expectations (TPE 2.5, <i>BTPE 2.6 in a bilingual instructional program with appropriate support for the full range of learners</i>) - Communicates clear expectations for behavior (TPE 2.6)						

3: Understanding and Organizing Subject Matter for Student Learning - Demonstrates knowledge of subject matter and standards (TPE 3.1, <i>BTPE 3.1 including standards in the target language as appropriate to the developmental language levels of the K-12 students, BTPE 4.4 including the <u>World Language Standards</u></i>) - Demonstrates knowledge of students to organize curriculum (TPE 3.2, <i>BTPE 3.2 including instruction that acknowledges the transferability between the primary and target language vocabulary along with grammatical and linguistic conventions and constructions</i>) - Plans, designs, implements and monitors instruction (TPE 3.3, <i>BTPE 3.3 including literacy in two languages</i>) - Uses/adapts resources to facilitate equitable access to curriculum (TPE 3.6, <i>BTPE 3.4, BTPE 3.5 in a bilingual program</i>)						
4: Planning Instruction and Designing Learning Experiences for All Students - Uses instructional time effectively (TPE 4.4) - Uses UDL strategies and modifications (TPE 4.4) - Implements developmentally, linguistically and culturally appropriate learning activities (TPE 4.4) - Plans opportunities for students to support each other in learning (TPE 4.4) - Plans instruction to promote communication strategies and activity modes T-S and S-S (TPE 4.7, <i>BTPE 2.7 including co-constructing opportunities for safe and respectful *translanguaging during instruction</i>) - <i>Design and apply research-based learning experiences for the appropriate bilingual model to develop bilingualism and biliteracy including cross-linguistic transfer, contrastive analysis, and translanguaging. (BTPE 4.1, 4.2, 4.3)</i>						

* supporting and validating students' use of their home language to process information to make sense of content, (e.g., during think-pair-share, one-on-one conferences, and group discussions, creating purposeful spaces when both languages are used in a lesson)						
TPE/BTPE	B	D	P	S	N	Comments/Evidence
5: Assessing Student Learning - Demonstrates knowledge of purposes and uses of different types of assessments (TPE 5.1, <i>BTPE 5.1 and 5.3 including different types of language and assess as appropriate to the languages of instruction.</i>) - o Formative assessments were used during the lesson; the teacher uses information gathered to make effective instructional decisions. - o Uses a closure activity to close the lesson. - <i>Employs a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills (BTPE 5.2)</i>						
6: Developing as a Professional Educator - Reflects on teaching practice to improve student learning (TPE 6.1) - Recognizes values and biases and works to mitigate any negative impact on students (TPE 6.2, <i>BTPE 6.1 to increase student biliteracy level</i>) - Exhibits positive dispositions of caring, support, acceptance and fairness to all students (TPE 6.2)						

Resources for Observations in Dual Immersion Classrooms

BAP Candidates Only	Y/N	¿Qué es algo nuevo que aprendiste o enseñaste sobre el idioma español?
Developing Academic Spanish- • Candidate has made additions to their language notebook since the previous observation to improve their Spanish proficiency. • Reflects on something new learned related to the previous language goal and/or what was recently taught. • Records a new language goal (with the supervisor's help, if needed) for the next visit based on self-reflection and observation visit. <i>This part of the debrief should be conducted in Spanish.</i>		Algo nuevo: Nuevo objetivo para desarrollar tu español académico:

Post Observation Debrief

LEARNING GOAL

1. What was your learning goal?

EVIDENCE

2. What is the evidence (examples of student work, student responses, student questions, participation, assessments, etc.) that **ALL** students met the learning goal?
 - *What strategies (discipline specific, equity specific or language specific) did you use to foster successful student learning toward your learning goal?*
 - *If **ALL** students did not meet the learning goal, what is the evidence?*
 - *What additional strategies would support their progress toward the learning goal?*
3. Describe any missed opportunities during the lesson and how you might adjust for future planning and instruction?
4. How did you build on students' linguistic, cultural, familial, or community assets? Describe briefly in one or two sentences.

Adapted from Santagata, R. (2010)

Reminders and Check-in with Student Teachers

Action Plan and Progress in TPEs and BTPEs

- Remind your Student Teacher that they need to fill out the [Action Plan](#) and submit in Google Classroom along with the notes from this meeting (this document)

edTPA Progress - (starting in November)

Fall Quarter

- Candidates are working on their edTPA Literacy Task 4 during fall quarter .
- Candidate will analyze a whole-class set of assessments from a literacy lesson (may have been taught by their mentor teacher).
- Candidate identifies 3 students with similar needs.
- Candidate plans and teaches a new lesson based on the needs of the 3 focus students.
- Questions for the Candidate:
 - ☐ Has the Candidate discussed the edTPA Literacy Task with their Mentor Teacher?
 - ☐ Has the Candidate collected a whole class set of assessments to analyze?
 - ☐ Has the Candidate identified 3 students with similar needs?
 - ☐ Has the Candidate planned the new lesson based on the needs of the 3 focus students?