FRESNO STATE
Clinical Practice

The University Coach completes an evaluation of their teacher candidate at the middle and end of the semester.

☐ **Mid-Semester** ☐ **Final**

Date and Time: _____

Student Name: _____

University Coach's Comments; Teaching Candidates Strengths:

University Coach's Comments; Feedback for Growth:

Professional Competencies (TPE 6)

Professional Competencies	Disagree	Somewhat Agree	Agree	Strongly Agree
Teacher Candidate takes initiative.				
Teacher Candidate demonstrates professionalism, including the re-responsible use of social media and other digital platforms and tools.				
Teacher Candidate accepts criticism and suggestions.				
Teacher Candidate is punctual and prepared.				
Teacher Candidate respects the attitudes and opinions of others.				
Teacher Candidate demonstrates caring, support, acceptance, and fairness toward all students, families, and colleagues.				
Teacher Candidate demonstrates effective classroom management strategies.				
Teacher Candidate engages and supports all students in learning.				
Teacher Candidate demonstrates proficiency in subject matter, consistent with the California State Standards in the content area(s) of their credential(s).				

TPE Evaluation

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the Universal Teacher Performance Expectations (TPEs).

TPE 1: Engaging and Supporting Students in Learning	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
1.1, 1.3. Applying knowledge of students (prior experience, interests, social emotional needs of students, funds of knowledge, and lives outside the classroom) in instruction.					
1.4. Utilize UDL and developmentally appropriate practices to support access to curriculum for all learners.					
1.5. Promote critical and creative thinking by providing opportunities for inquiry and problem solving.					
1.6. Supportive environment for all students, including emergent bilingual students (research based instructional practices).					
1.8. Monitor and adjust instruction based while teaching to support learning and engagement.					
TPE 1 Comments:					

TPE 2: Creating and Maintaining Effective Environments for Student Learning	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
2.1, 2.2, 2.3. Create inclusive learning environments that enable all students to learn; promote social emotional growth, positive interactions and productive student learning.					
2.5. Maintain high expectations for learning with appropriate support for all students.					
2.6. Establish and maintain clear expectations for positive classroom behavior.					
TPE 2 Comments:					

TPE 3: Understanding and Organizing Subject Matter for Student Learning	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
3.1, 3.3. Plan, design, and implement instruction using current subject specific pedagogy and the adopted state standards and curriculum frameworks.					
3.2, 3.4. Use knowledge of students to promote access to curriculum in collaboration with other educators and support accommodations and/or modifications.					
3.5. Adapt curriculum to support acquisition and use of academic language.					
3.6, 3.8. Implement a range of effective technology to support student learning for all.					
TPE 3 Comments:					

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
4.1. Locate and apply knowledge of students' academics, language, culture, and learning needs.					
4.2, 4.5. Understand knowledge of typical and atypical development in children, and incorporate strategies that meet individual needs of students.					
4.3. Design and implement instruction that demonstrates the interconnectedness of academic content areas.					
4.4. Plan, design, and implement effective instructional strategies; including UDL, developmentally, linguistically, and culturally appropriate, and inclusive modifications for students with disabilities in a gen ed classroom.					
4.7. Incorporate a variety of communication strategies between teacher and student and between students.					
TPE 4 Comments:					

TPE 5: Assessing Student Learning	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
5.1, 5.8. Use appropriate types of assessment and data for progress monitoring and informing instructional decisions.					
5.2. Collect and analyze assessment data to plan and modify instruction for students					
5.7. Use English learners' assessment data to plan instruction to support proficiency in English and their primary language.					
TPE 5 Comments:					

TPE 6: Developing as a Professional Educator	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
6.1. Reflect on their own teaching practice, including subject matter and pedagogy, to support improved student learning.					
6.2. Recognize implicit and explicit biases, and how they may positively and negatively impact teaching and learning.					
6.5. Conduct themselves with integrity and model ethical conduct for themselves, including responsible use of social media, responsibilities as a mandated reporter, and complying with all laws concerning professional conduct and moral fitness.					
TPE 6 Comments:					

TPE 7: Effective Literacy Instruction	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the CA Dyslexia Guidelines (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) ***Please note: At least one observation must demonstrate application of literacy instruction based on the CA Dyslexia Guidelines.					
7.3, 7.4. Provide literacy instruction for all students that is active, motivating, engaging; responsive to student's age, language, & culture.					
7.5. Foundational Skills: Develop student foundational skills; including print concepts, phonological & phonemic awareness, spelling, word recognition, decoding/encoding, & fluency. OR Develop advanced students' skills in semantics, morphology, syntax, & foundational skills in reading complex disciplinary text.					
7.6. Meaning Making. Engage students in reading, listening, speaking, & writing to make meaning of text by drawing evidence, ask & answer questions, & support analysis and reflection.					
7.7. Promote students' oral & written language by attending to vocabulary to include discipline specific academic language, home language, & encourage translanguaging.					
7.8. Develop students' effective expression as they write, discuss, present, & use language conventions.					
7.10. Use progress monitoring and diagnostic techniques to inform instructional decision making and monitor students' literacy progress.					

TPE 7: Effective Literacy Instruction	NO = Not Observed	1 = Attempting	2 = Meets Expectations	3 = Meets Expectations at a High Level	4 = Exceeds Expectations
TPE 7 Comments:					