



**Division of Educational Services  
School of Education  
Designated Subjects Career Technical Education Teaching Credential Program**

**Clinical Reflection Tool (CRT)**

<b>CTE Teacher</b>		<b>Industry Sector</b>	
<b>Program Status</b>		<b>Cohort</b>	
<b>School Year</b>		<b>School Site</b>	
<b>Clinical Mentor</b>		<b>Industry Sector</b>	

The Clinical Mentor at the site will work with the CTE teachers to practice and assess the following by utilizing the Clinical Reflection evaluation tool and the post-observation conference tool.

- Support the development of daily lesson plans
- Support the development of cross-curricular units-from Project-Based learning to Problem-Based learning
- Support attendance & participation at Advisory Committee Meetings
- Support and guide processes with student internships, affiliated agreements, and labor laws
- Support the development of course outlines
- Support the development of course calendar and syllabus
- Support the development of assessments (already assessed in TPE #2)
- Support the development of class rosters with identified EL and Special Ed students
- Reinforce knowledge of pathway standards
- Support the development of CTE teacher's gradebook
- Support knowledge of site Learning Management System (LMS)
- Conduct Clinical Mentor pre-during-post observation conferences (already part of the observations cycles)
- Support knowledge and development of Teacher Performance Expectations (TPEs) and Clinical Reflection Tool (CRT)
- Support the development of Google Classroom



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## California Teaching Performance Expectations (TPE)

TPE Rubric Levels			
<b>Beginning:</b> Demonstrates awareness of the TPE; requires growth in the practice of the TPE.	<b>Developing:</b> Demonstrates an understanding of the TPE.	<b>Applying:</b> Demonstrates a clear understanding and appropriate practice of the TPE.	<b>Exemplifying:</b> Demonstrates expertise in the knowledge and application of the TPE.

TPE Rubric Level Scores/Grades			
<b>Beginning (1):</b>	<b>Developing (2): C</b>	<b>Applying (3): B</b>	<b>Exemplifying (4): A</b>

### Section 1: Analysis and Evidence of Teacher Performance Expectations (TPE)

**Instructions:** During classroom observations and collaborative conversations, the Clinical Mentor will evaluate the CTE teacher's level of mastery for each Teacher Performance Expectation (TPE). The semester scores and narrative will reflect cumulative evidence for all observations during the semester. The Clinical Mentor will calculate **Overall TPE Score**, average totals for **Overall TPE Level**, and prepare a summary narrative citing evidence for each element of each TPE (**Narrative & Evidence**). Clinical Mentors should circle the individual TPE element score values. A copy will be submitted to the Designated Subjects Credential program director and to the CTE at the end of each year.

TPE 1: Engaging and Supporting All Students in Learning (Aligned w/CSTP 1)				
1.1: Apply 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.	1	2	3	4
1.2: Maintain 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.	1	2	3	4
1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	1	2	3	4
1.4: Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) 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.	1	2	3	4
1.5: Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	1	2	3	4
1.6: Provide 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	1	2	3	4



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demonstrate an understanding of the difference among 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.				
1.7: Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.8: Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3 Overall TPE Score</b>		<b>End of Semester 3 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			

<b>TPE 2: Creating and Maintaining Effective Environment for Student Learning (Aligned w/CSTP 2)</b>				
2.1: Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.2: Create 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



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2.3: Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.4: Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.5: Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.6: Establish and maintain 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3 Overall TPE Score</b>		<b>End of Semester 3 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			

<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning (Aligned w/CSTP 3)</b>				
3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



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3.3: Plan, design, implement, and monitor 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.4: Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.6: Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.7: Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.8: Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3 Overall TPE Score</b>		<b>End of Semester 3 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			



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<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Aligned w/CSTP 4)</b>				
4.1: Locate and apply 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.2: Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.3: Design and implement 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.4: Plan, design, implement and monitor 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: • 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.5: Promote 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, and 504 plans.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.6: Access 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.7: Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.8: Use 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3</b>		<b>End of Semester 3</b>	



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<b>Overall TPE Score</b>		<b>Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			

<b>TPE 5: Assessing Student Learning (Aligned w/CSTP 5)</b>				
5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.2: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.3: Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.5: Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.6: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.7: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.8: 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			



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<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3 Overall TPE Score</b>		<b>End of Semester 3 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			

<b>TPE 6: Developing as a Professional Educator</b> <b>(Aligned w/CSTP 6)</b>				
6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.2: Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.3: Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.4: Demonstrate 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.5: Demonstrate 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.6: Understand and enact 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.7: Critically analyze 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.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>





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<b>End of Semester 1 Overall TPE Score</b>		<b>End of Semester 1 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 2 Overall TPE Score</b>		<b>End of Semester 2 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 3 Overall TPE Score</b>		<b>End of Semester 3 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			
<b>End of Semester 4 Overall TPE Score</b>		<b>End of Semester 4 Overall TPE Level</b>	
<b>Narrative &amp; Evidence:</b>			



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**Section 2: Documentation of Observations**

Semester 1			
Date		Date	
Date		Date	
Date		Date	

Semester 2			
Dat3		Date	
Date		Date	
Date		Date	

Semester 3			
Date		Date	
Date		Date	
Date		Date	

Semester 4			
Date		Date	
Date		Date	
Date		Date	



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**Section 3: Year-End Reflection and Professional Growth Goals**

<b>Year 1 Reflection</b> Cite the TPE elements and Provide Evidence for Identifying Each as Strength or Area of Growth (Minimum of Two TPE Elements)			
<b>Areas of Strength</b>			
<b>Year 1 Professional Growth Goal</b> (Select One Element)			
<b>TPE Element</b>			
<b>Date of Meeting</b>		<b>Date CTE Teacher Received Copy</b>	

<b>Year 2 Reflection</b> Cite the TPE elements and Provide Evidence for Identifying Each as Strength or Area of Growth (Minimum of Two TPE Elements)			
<b>Areas of Strength</b>			
<b>Year 2 Professional Growth Goal</b> (Select One Element)			
<b>TPE Element</b>			
<b>Date of Meeting</b>		<b>Date CTE Teacher Received Copy</b>	



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## **Examples of Evidence for the Teaching Performance Expectations**

### **TPE 1: Engaging and Supporting All Students in Learning**

- Anticipatory set appropriately transitions to the lesson and is linked to the topic.
- Instruction capitalizes on students' prior knowledge, life experiences, and cultural backgrounds.
- Instructional activities incorporate industry-specific tasks and/or problems.
- Student activities are rigorous, relevant, and call for problem-solving.
- Instructor utilizes various instructional strategies, resources, and assistive technology to meet the needs of all learners.
- Percentage of students engaged in instructional activities is 85% or higher.

### **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

- Teacher fosters professional and ethical relationships with students.
- Teacher promotes safe and respectful interactions in all learning environments.
- The learning environments are safe and accessible to all students.
- Teacher monitors the learning environment to facilitate learning and content mastery.
- The learning environments encourage discovery and critical thinking.
- Teacher maintains effective and equitable classroom management.
- Classroom rules are clear and posted in all learning environments.
- Classroom is decorated appropriately and incorporates elements of the industry sector.
- Teacher follows site and district protocols related to discipline.

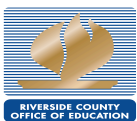
### **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

- Teacher is a content expert and integrates current industry practices and standards.
- Teacher follows the prescribed course instructional plan (CIP) or a course outline which delineates topics and sequencing.
- Teacher chunks content and scaffolds instruction.
- Instruction is sequenced to build upon prior knowledge and lesson topics.
- The common assessment incorporates semester-wide outcomes and mastery.
- Teacher is aware of the special populations in the class and utilizes all recommended or required strategies and resources.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

- Lesson plans reflect academic and industry vocabulary.
- Lesson plans demonstrate high levels of rigor and relevance.
- Lesson plans identify how instructional activities will be differentiated for special populations.
- Lessons are sequenced to increase student mastery.
- Lessons afford sufficient time for instruction, guided practice, and independent practice.
- Learning objectives can be achieved in the time allotted.

### **TPE 5: Assessing Student Learning**



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- The learning objective concretely describes the instruction and student activity.
- Teacher frequently utilizes checking for understanding strategies to ensure learning.
- The guided practice prepares students for the independent practice.
- Copy of quiz, test, projects, or student activities used to measure student mastery.
- The instructor provides clear and timely feedback to students.
- Gradebook presents details of all student assignments and is current (3 instructional days of less).
- Teacher prepares progress reports and report cards as well as attends parent teacher conferences.
- Teacher makes parental contact (i.e. phone calls and emails) as necessary.

**TPE 6: Developing as a Professional Educator**

- Teacher establishes annual goals and seeks out opportunities for professional growth and development.
- Teacher maintains weekly contact with the Clinical Mentor.
- Teacher participates in annual advisory and brings an industry representative.
- Teacher maintains relationships with industry representatives to integrate current practices and standards in curriculum.
- Teacher participates in communities of practice or professional learning communities.
- Teacher contributes to the improvement of course offerings (i.e. course and pathway development, CTSOs and grant writing, student fairs).
- Teacher participates in site collaboration and department meetings.
- Teacher participates in staff meetings.
- Teacher reads and responds to site, district, and/or county communications related to performance and expectations.