



CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
College of Education

Department of Education and Leadership
ED 624: Stage I Supervised Secondary Teaching
ED 625: Stage II Supervised Secondary Teaching
Fall 2025/Spring 2026

Location: Middle or High School Field Placement Site

Day and Time: TBD

Instructor: Clinical Coach

Office: Various

E-mail:

Phone:

Office hours: By appointment

Technical support: (831) 582-HELP

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Mission

The College of Education prepares caring and responsive educators with the knowledge, skills, and dispositions to effectively facilitate the learning of all students from diverse ethnic, linguistic, and ability groups, so that they can fully participate in a dynamic society and world.

To accomplish this mission we strive to develop caring educators who demonstrate:



in order to effectively facilitate learning for all students so that they can fully participate in a dynamic society and world.

The Secondary Education Program faculty, clinical coaches, and co-teachers will adhere to CTC program standards and performance expectations, and ensure that candidates receive the specific resources, support, guidance and assistance they need. All candidates will be engaged with highly qualified Cooperating Teachers, focused on planning instruction, delivering instruction, assessing and reflecting on instruction. Teacher Candidates will receive regular updates on changes to clinical practice throughout the program. Please be sure to keep an open line of communication with your clinical coach and, if need be, direct specific questions to appropriate staff.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions:

- Commitment to ethical conduct: fairness, honesty, respect, responsibility, compassion, collaboration, and collegiality.
- The belief that **all** students can and will experience academic success.
- The belief that individual differences in learners are assets to be accommodated in the classroom.
- The inclination towards being advocates who identify and strive to eliminate inequities, social injustice, and prejudice as stewards of public education for a just society.
- The habit of reflecting on their own practices in a process that leads to continual improvement and application of best practice.

PROFESSIONAL DISPOSITIONS

Each semester, the Teacher Candidate is evaluated with respect to professional dispositions by their assigned Cooperating Teacher/Support Provider and the assigned Clinical Coach. This rubric-based evaluation includes the following categories:

1. Demonstrated Commitment to Being a Professional

Example Indicators include but are *not limited to*:

- Consistent on-time arrival to placement (well before classroom students), with lessons planned and needed materials prepared
- Actively seeking teaching-related information/ideas from a variety of sources
- Graciously accepting feedback and constructive criticism, and modifying behavior accordingly
- Continually reflecting on field and other experiences without prompting

2. Demonstrated Positive and Enthusiastic Attitude

Example indicators include but are *not limited to*:

- Going above and beyond what is minimally required
- Actively engaging with students without constant prompting
- Exhibiting an enthusiastic and energetic demeanor when teaching (i.e. affect is not bored, speech is not monotone)
- Encouraging and supporting student contributions to learning and students' efforts in learning

3. Effective and Professional Communication

Example Indicators include but are *not limited to*:

- Expressing oneself confidently, while also accepting contributions from others
- Expressing oneself respectfully with students and adults ***at all times, orally and in writing***
- Responding to Clinical Coach / Cooperating Teacher emails, texts, and phone calls in a prompt, professional, and polite manner
- Handling disagreements in a professional way

- Being truthful and forthcoming in all relevant communications in the placement or employment site and within the program

4. Appreciation for and Valuing of Diversity

Example Indicators include but are *not limited to*:

- Communicating high expectations to all students regardless of gender, class, ethnicity, race, or sexuality
- Taking initiative to learn about students' backgrounds (e.g. culture, family, SES, linguistic), abilities, and individual needs
- Creating and maintaining a "safe classroom" with zero tolerance for disparaging comments
- Inclination to strive to promote social justice and to eliminate inequalities

5. Effective Collaboration with Peers, Colleagues, Supervisors, and Parents

Example Indicators include but are *not limited to*:

- Actively listening to others' contributions and responding in a thoughtful manner
- Offering positive contributions to further the purposes of collaboration
- Effectively planning instruction with a Cooperating Teacher and/or other professionals as appropriate
- Communicating professionally with others during collaboration

6. Demonstrated Professional Reserve and Deportment for Teaching and Working with Other Professionals

Example Indicators include but are *not limited to*:

- Maintaining professional boundaries with students and colleagues
- Demonstrating appropriate maturity and self-regulation when the need arises
- Correctly reading social cues and responding appropriately
- Taking responsibility for the consequences of one's own actions

7. Demonstrated Awareness of and Respect for Expectations and Norms of the Professional Setting

Example Indicators include but are *not limited to*:

- Is observant within the setting and takes initiative to learn the expectations and norms for appearance and behavior in the particular school or institution
- Dresses appropriately for the professional setting

COURSE DESCRIPTION

ED 624

This Stage 1 clinical practice allows teacher candidates to put their pedagogy into action as they begin to interact with students at site placements. Candidates will be exposed to the day-to-day activities of a classroom as they interact with students, plan lessons, and learn from an experienced mentor teacher. Many people describe the initial practicum as challenging, eye-opening, and rewarding. Stage 1 necessitates a half-time daily placement (Mon-Thurs) in program-approved secondary classrooms from the start of the K-12 school year until the end of the CSUMB Fall Semester. Teacher Candidates will begin their school placements in accordance with the district calendar. Depending on their contract, Intern Teacher Candidates will teach between 50% and 100% of the time. Co-teaching Teacher candidates will co-teach three periods plus one prep period. Consult the [Gradual Release of Responsibility](#) for the teaching responsibility and prioritized skill focus.

ED 625

In Stage 2, candidates increase their commitments by taking on a larger role in the classroom and collaborating with a mentor teacher(s) to lead one or two of three periods until the end of the semester at the placement school. Stage 2 includes active participation in planning, teaching, and assessment of students as noted on the [Gradual Release of Responsibility](#) timeline. Teachers must complete the equivalent of a half-time daily placement (Mon-Fri) in program-approved secondary classrooms following the K-12 school year schedule. Co-teaching Candidates will return to their public school classrooms as soon as their schools reopen for the spring semester. The University Clinical Coach may begin supervising instruction at this time.

Teacher Candidates should refer to the [CSUMB Field Experience Manual](#) for additional information about expectations, practices, and protocols related to the field experience.

TIME REQUIREMENTS

Candidates must log their clinical practice hours every week on S4. Besides time in class, participation in the following activities will count towards the CTC time requirements:

- Time spent meeting with your Cooperating Teacher/Support Provider (which should be part of your weekly routine).
- Planning and preparing for lessons.
- Evaluating student work.
- Observing other teachers on site (in and out of your department) through arrangement with the Cooperating Teacher/Service Provider.
- Attending on-site staff meetings.
- Attending school in-service activities.
- Participating in or observing parent-teacher conferences (including, if you have permission from the concerned parties including the school Principal, IEP meetings).
- Going along on a field trip with one's class.
- 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.

ED 624/625 COURSE and SECONDARY PROGRAM OUTCOMES

Students will:

- Practice and develop skills with regard to planning, organizing, and management. This will include the application of appropriate strategies for a well-balanced, evidence-based, and comprehensive instructional repertoire.
- Plan and implement instruction in the content area.
- Plan and implement instruction that considers and values cultural, linguistic, gender and socioeconomic diversity.
- Develop skills in managing student behavior.
- Develop skills for listening and communicating effectively with both students and colleagues in instructional settings.
- Develop beginning levels of competence in effective interaction with students from linguistically and culturally diverse backgrounds.
- Reflect based on observations of the Cooperating Teacher's practices and assessment of own activities.
- Discover and develop personal and professional dispositions for teaching.

Program Learning Outcomes

The Secondary Education program at CSUMB ensures that Teacher Candidates are able to:

- A. understand the characteristics of adolescent learners and their implications for teaching a given subject area in middle and high schools
- B. use research-based strategies and effective human dynamics to establish safe and healthy learning environments in single subject classrooms
- C. select and implement effective instructional models and instructional strategies appropriate to the subject matter and teaching environment
- D. plan units and lessons of instruction that meet California adopted curriculum standards
- E. apply principles of assessment to design, implement, and interpret assessments in the single subject classroom
- F. use data from a variety of assessment methods to reflect on and improve their instruction
- G. adapt instruction and curriculum to meet the needs of students in California's multicultural society
- H. collaborate with other professionals to provide educational services to youth.

CTC STANDARDS ADDRESSED IN THIS COURSE

California Teaching Performance Expectations (TPE):

TPE 1: Engaging and Supporting All Students in Learning

- Introduced: 1.2
- Practiced: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8
- Assessed: 1.1, 1.3, 1.4, 1.5, 1.6, 1.8

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Introduced: 2.4
- Practiced: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
- Assessed: 2.2, 2.3, 2.5, 2.6

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Practiced: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
- Assessed: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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

- Practiced: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
- Assessed: 4.3, 4.4, 4.7, 4.8

TPE 5: Assessing Student Learning

- Introduced: 5.6 (ED 624)
- Practiced: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
- Assessed: 5.1, 5.8

TPE 6: Developing as a Professional Educator

- Introduced: 6.2 (ED 624)
- Practiced: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 (ED 625), 6.7 (ED 625)
- Assessed: 6.1, 6.2, 6.3, 6.4, 6.5

TPE 7: Effective Literacy Instruction for All Students

- Practiced: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 (ELA only), 7.11
- Assessed: 7.5

Subject Specific TPEs Introduced, Practiced, and Assessed 1, 2, 3, 4, 8

REQUIRED TEXTS

1. Secondary Education [Program Handbook](#)
2. Common Core Standards (relevant to Teacher Candidates' grade level and subject matter)
3. English Language Development/ELA standards
4. [Gradual Release of Responsibility](#) for Secondary Education (located in "additional documents" at the end of the syllabus)
5. Teacher Performance Expectations [\(TPE\) Rubric](#).

TECHNOLOGY REQUIREMENTS

Consistent internet connectivity to include the ability to video conference (e.g., For 1080p HD video: 3.8Mbps/3.0Mbps [up/down])

Dependable computer

[Access to Microsoft software including word and excel](#)

[Access to browsers like Chrome, Firefox, and Safari](#)

Ability to access use/create online programs in Google Apps (Google Docs, Slides, YouTube)

Computer ability to create screenshots and PDFs and share

MINIMUM TECHNICAL SKILLS & REQUIREMENTS

Access to and understanding of Google Docs and Microsoft software including Word

Access to and understanding of browsers like Chrome, Firefox, and Safari

Ability to use/create online programs in Google Apps (Google Sheets, Slides, YouTube)

Ability to document with photos and PDFs including how to make screenshots and share

All assignments, activities, instructions and communication will be facilitated through Canvas. Grading and feedback on all assignments/activities will be displayed in Canvas.

POLICY FOR THE COURSE AND GRADING STANDARDS

ATTENDANCE

Regular attendance at your field placement is expected. As soon as you know you will be absent from your placement on any regularly-scheduled day, you must notify your Cooperating Teacher ***and*** your Clinical Coach. Failure to do so is a serious breach of professional responsibility; repeated such failures may be grounds for not passing the Co-Teaching experience for that semester. **Co-Teaching Teacher Candidates are allowed ONLY 10 absences per school year (this means for BOTH the fall and spring).** Intern Teacher Candidates must follow their teaching contract.

TARDINESS

You are expected to arrive at your placement on-time or be at virtual meeting spaces at the agreed upon time that you set with your cooperating teacher. Any time you are unable to meet this expectation, you are required to notify the Cooperating Teacher at the school before classes begin. Failure to do so is a serious breach of professional responsibility; repeated such failures may be grounds for not passing the Co-Teaching experience for that semester.

HOLIDAYS AND BREAKS

With regard to the field placement, you are on public schools' vacation days, not CSUMB's. That is, you are required to observe the same daily schedule as that set by the Board of Education for your placement site. This means that if your school is in session during a holiday or break observed by CSUMB, you are nonetheless expected to attend your routinely scheduled days at the placement site. Similarly, you are expected to attend classes at CSUMB during any holidays or breaks observed at the placement site that do not coincide with those at CSUMB. In particular, for spring break, you take the break from your placement during the time scheduled for your district, and you take the break from classes according to the CSUMB official academic calendar.

PROFESSIONAL APPEARANCE

Grooming reflects attitude and also affects how you are perceived by both adults and students. You must dress according to school policy. Appropriate attire will influence future employment opportunities, as well as how students and colleagues respond to you.

RESPONSE TIME

Emails are returned within 48 hours, Monday through Friday, 9:00 a.m. to 5:00 p.m. If you have an urgent need, please indicate “Urgent” in the subject line of your email.

ROLES WITHIN THE TRIAD

(TPE-Introduced: 1.2, 2.4, 5.6, 6.2; Practiced 4.1, 4.2, 4.5, 4.6, 5.2, 5.4, 5.5, 5.6, 5.7, 6.2, 6.4, 6.5, 6.6, 6.7; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 (ELA only), 7.11; Subject Specific TPEs Practiced and Assessed 1, 2, 3, 4, 8)

Role of the Teacher Candidate

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities...record keeping, grading, etc.
- Know your content and be a continuous learner
- Plan engaging, standards based lessons
- Know and implement co-teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behaviors
- Be reflective about your practice
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

Role of the Clinical Coach

- Provide a systematic and consistent presence during the student teaching experience
- Provide program information to the Cooperating Teacher and Teacher Candidate
- Observe and provide feedback on a regular basis
- Act as a confidant for both the Cooperating Teacher and Teacher Candidate
- Be an advocate for the Teacher Candidate
- Help the team build good communication and facilitate positive interactions
- Set clear expectations; be honest about a candidate's performance
- Handle difficult situations that might arise
- Schedule three-way conferences at the beginning and end of the experience
- Be knowledgeable in and supportive of the use of co-teaching strategies
- Communicate with the principal and step in to help solve problems

Role of the Cooperating Teacher

- Help the Teacher Candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage the candidate to get involved in school activities
- Share materials and ideas
- Assist the candidate in developing standards-based lessons
- Observe and provide constructive feedback
- Know and implement the co-teaching strategies
- Mentor and guide the Teacher Candidate
- Model effective teaching strategies and professional behavior
- Be flexible; allow the Teacher Candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability

CLINICAL COACH OBSERVATIONS

- Your Clinical Coach will conduct **six** periodic observations over the course of the semester. These may be conducted in person or virtually (via synchronous or asynchronous video) and **two formal** observations (typically at the midpoint of the semester and near the end of the semester). For formal observations, Teacher Candidates must use an approved CSUMB lesson plan template. The formal observations will include:
 - Pre-conference: Lesson plans should be emailed to Clinical Coach **two business days prior** to the visit. Phone, email, or in person pre-conferences should be held the day before the visit to confirm the logistics of the visit and any changes to instructional objectives of the upcoming lesson.
 - Visit: Duration for Secondary formal observations should be for the entire lesson, including block periods. Teacher Candidates may use the lessons planned in methods courses for purposes of observations.
 - Post-conference: Should occur the same day whenever possible, in person during lunch, planning period or after school. With the permission of the Cooperating Teacher, the conference could occur during school. If necessary, these conferences can be held by phone, internet, or back on campus before or after class.
 - Assessments/feedback: Need to be entered into S4 the week of the visit so that information is included in reports and available to candidates for reference and planning of next visit.

FORMAL OBSERVATION PROTOCOL (lesson plan directly below)

A CSUMB Clinical Coach conducts six periodic observations and two formal observations for each Teacher Candidate s/he is supervising. Periodic visits generally occur about every other week and may be unannounced or scheduled in advance. *Formal observations typically occur at the middle and end of the semester. Formal observations should be scheduled in advance.*

(TPE: Practiced-2.1, 2.4, 3.7, 4.1, 4.2, 4.5, 4.6; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 (ELA only), 7.11; Assessed: 3.7; Subject Specific TPEs Practiced, and Assessed 1, 2, 3, 4, 8)

Before Observation

1. Three business days before the observation, the Clinical Coach sends a reminder email to the Teacher Candidate about emailing a copy of their lesson plan at least two business days before the lesson observation. A copy of the TPE Coaching Protocol is attached to the email as an overall reminder about this TPE coaching process.
2. The Teacher Candidate sends the lesson plan to the Clinical Coach at least two business days before the lesson observation.
3. Within one business day of receiving the plan, the Clinical Coach evaluates the lesson plan utilizing the TPE criteria and “Coaches Up” by offering at least 2 “TPE Tips” based on the lesson plan during a pre-conference discussion (via in-person, email, phone).
4. The Teacher Candidate implements the 2 “TPE Tips” into the lesson plan and provides the CC with an updated lesson plan by the time of the lesson observation.

During Observation

1. The Clinical Coach observes the lesson for approximately 30-60 minutes, making notes of all the TPE criteria observed and opportunities for “TPE Tips.” If there are specific TPEs under consideration after previous goals set during periodic observations, the Clinical Coach will note iteration/improvement of those goals.
2. The Teacher Candidate conducts the lesson, taking mental notes of questions or teaching evidence to discuss with the Clinical Coach.

After Observation

1. The Clinical Coach evaluates the lesson utilizing the TPE criteria and “Coaches Up” by offering at least 2 “TPE Tips” based on the observation during a post-conference discussion lasting approximately 30 minutes.
2. The Teacher Candidate applies the “TPE Tips” or recommendations from their CC in their future teaching practice.
3. The Clinical Coach enters the TPE evidence, as well as identified strengths and recommendations into S4 for Teacher Candidate review. Additionally, a copy of the completed TPE Coaching Protocol is kept for the Teacher Candidate in the Clinical Coach’s records.

GRADING POLICY

ED 624 and 625 are **credit/no credit** courses. To receive credit, all responsibilities outlined in the syllabus and included in the Secondary Handbook must be satisfactorily met and any assignments (such as lesson plans) must be completed. In addition, basic levels of competence must be met, as listed on the appropriate forms and the course goals. Please be aware that the failure to meet the level of performance to earn a grade of credit will result in use of an action plan. If an action plan is issued, all requirements stated in the plan must be met to earn a grade of credit.

EVALUATION AT THE END OF THE SEMESTER

At the end of the semester, the Cooperating Teacher, in addition to your University Clinical Coach, will be evaluating your performance using the Cumulative Evaluation form in S4. Utilizing information provided by the Cooperating Teacher, including the Cumulative Evaluation, in addition to her or his own observations and progressive assessment, the University Clinical Coach, in collaboration with the Program Coordinator, will make the final determination of whether or not you will pass ED 624. No student will be allowed to go on to Spring Term Field Placement (ED 625) without satisfactorily completing Stage I Field Placement (ED 624). You may repeat Stage I once if approved by your program coordinator and department chair. You must also demonstrate the dispositions necessary to qualify for continuing on in your placement and to credentialing.

IMPORTANT RESOURCES & POLICIES

Student Disability and Accessibility Center (SDAC)

Students with disabilities who may need accommodations can talk with me during office hours or make an appointment. Also contact Student Disability and Accessibility Center at: SDAC@csumb.edu or call 582-4024 fax/TTY. <https://csumb.edu/sdac/>

SDAC promotes the empowerment, wellness, and full integration of students with disabilities into campus life and the campus community. The staff provides academic and personal support services to students with disabilities in order for them to attain success at CSUMB. SDAC is located in Building 80, (831) 582-3672.

Please see the University's [Enrollment and Registration Policy](#), for information about requesting an incomplete or a withdrawal.

Please also see the University's [Grade Appeal Policy](#).

Please review these important [department and university policies](#).

Please review [CSUMB's Student Support Resources](#).

CSUMB College of Education: Annotated Lesson Plan Template (5E APPROACH)

NAME: SCHOOL:		SUBJECT: GRADE LEVEL:	
Class Description: Number of students, gender, special needs, cultural backgrounds, and primary languages. Be specific about how many are students within each identification.			
Formal/Informal Assessment of Prior Learning or Pre-Assessment	Describe the pre-assessment task you will utilize to gather pertinent information about the students. - What do I know about my students? This might include student interests, skills, abilities, traditions, or routines, as well as special needs. - What background knowledge do my students need to engage in this lesson? - What skills do my students need to engage in this lesson? - What assumptions am I making about what my students already know or can do?		
Standards - Content - Language Development	List the complete standard(s) for the grade level and topic. Please cite and quote the specific standard(s). Remember to include appropriate content and English Language Development Standards for the students in your classroom. - What specific California content standard(s) will you address in this lesson? - What specific California ELD standard(s) will you address?		
Central Focus/Learning Target	List the overarching topic of the unit in which this lesson belongs. - What is the Big Idea for this unit? Big Ideas include essential questions, concepts or conceptual processes, linchpin ideas, topics, overall objectives, or goal statements. - Why should the larger purposes of this lesson matter to students? To what extent do the larger purposes reside at the heart of the discipline?		
Lesson Learning Target (LT)/Student Outcomes/Objectives	Identify the knowledge and skills that your students will develop from the lesson. The objective(s) must directly correlate with the CCSS and be stated with measurable products. To do this, you essentially “translate” each identified standard into a measurable learning outcome using action verbs such as “demonstrate,” “explain,” and “illustrate.” Do not use verbs such as “understand” or “know,” as these can’t be directly measured. For example, “Students will be able to <u>(identify thinking skill)</u> <u>(identify content)</u> <u>by/through (identify resource)</u> to <u>(identify product)</u> .” - What do you want students to know and be able to do (e.g. identify, give examples, compare, use, design, judge, etc.) - How will students demonstrate this? Describe observable actions.		
Academic Language - Demands - Functions - Forms	Identify how students will use academic language to achieve the lesson learning target. For example, “Students will be able to <u>(use language in what form)</u> to <u>do what (function)</u> + using <u>(specific disciplinary literacy text and/or terms)</u> .” - What are the language demands of the learning task? -Receptive language skills (i.e. listening, reading) -Productive language skills (i.e. speaking, writing) -Representational language skills (e.g., skills, notation) - What is the function of the language being used? What are students doing with language to express their developing understanding of the content you are teaching? - What key vocabulary and/or symbols do you need to teach and how will you teach students that vocabulary in the lesson? - What linguistic forms (words and phrases) do students need in order to express their understanding of the content you are teaching? How will you teach students the grammatical constructions (e.g. sentence frames)? - How will students demonstrate their English language development within the context of the content lesson? What opportunities will you provide for students to practice the new language and develop fluency (written or oral)? Describe observable actions.		

Materials	List ALL materials needed to teach the lesson, including resources, handouts, assessments, rubrics, etc. • What will I need to implement this lesson?	
Instruction and/or ENGAGEMENT Activity (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the opening activity you will use to assess/access students' prior knowledge, stimulate interest, and generate questions (Example: KWL chart, story, video clip, visuals). Number and list all steps separately. Steps should be complete and clear enough that another teacher could pick up your lesson and teach it. • Describe how you will capture the students' interest and connect the content of the lesson to their everyday lives. • What questions will you ask to gather information about your students' knowledge and misconceptions?	Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment <i>[Time Allotted: ____]</i>	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report, graph) Gather evidence: • What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? • How will I know if my students are prepared for further learning?	
Instruction and/or EXPLORATION Activity (as determined by Formative Assessment) (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the hands-on/minds-on activity the students will be doing to explore the content. (Examples: book walk, KWL, etc.). Number and list all steps separately. Steps should be complete and clear enough that another teacher could pick up your lesson and teach it. Note: The teacher does not explain the concept beforehand, but rather structures a hands-on activity from which the students can draw their own understanding of the text/strategy with teacher guidance.	Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment <i>[Time Allotted: ____]</i>	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report) Gather evidence: • What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? • How will I know if my students are prepared for further learning?	
Instruction and/or EXPLANATION Activity (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe how you will draw on the exploration activities just completed to have the children explain (with guidance and more examples as needed) the new concept. (Example: discussing results of the KWL and using guiding questions to arrive at the pre-reading strategy.) Number and list all steps separately. Steps should be complete and clear enough that another teacher could pick up your lesson and teach it. • Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students Connect their exploration to the concept under examination?	Students do: Provide examples of anticipated student responses.

	List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.	
Formative (Informal) Assessment <i>[Time Allotted: ____]</i>	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report) Gather evidence: - What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? - How will I know if my students are prepared for further learning?	
Instruction and/or ELABORATION Activity <i>(Identify necessary supports/scaffolding/modifications)</i> <i>[Time Allotted: ____]</i>	Teacher does: Describe how you will lead the students in applying their learning in a new (preferably hands-on) situation to expand, reinforce, and begin to assess their learning. (Example: follow-up activity) Number and list all steps separately. Steps should be complete and clear enough that another teacher could pick up your lesson and teach it. - Describe how students will develop a more sophisticated understanding of the concept. - How is this knowledge applied in our daily lives?	Students do: Provide examples of anticipated student responses.
Closure with Outcomes Assessment or EVALUATION Activity <i>[Time Allotted: ____]</i>	Teacher does: Describe the closing activity you will use to review student learning (e.g. sharing of student work, identification of outcomes during practice) and content and language objectives. Number and list all steps separately. Steps should be complete and clear enough that another teacher could pick up your lesson and teach it. Describe the summative assessment you will use to measure achievement of content and language objectives. Describe how and when you will provide responsive feedback to students after evaluation.	Students do: Describe how students will reflect on activities and learning outcomes related to content and language objectives. Describe how students will participate in assessment and be supported through feedback based on findings from the summative assessment.
Sources: Provide appropriate citations for all materials whose sources are from published texts, the Internet, or other educators.		

CSUMB College of Education Annotated Lesson Plan Template (NOT 5E)

Lesson Title:

Lesson Duration:

Name:	Subject:
School:	Grade:
Class Description	Number of students, gender, special needs (IEPs/504s, EL proficiency levels), cultural backgrounds, and primary languages. Be specific about how many students within each identification. Briefly describe physical layout of the classroom.
Background Knowledge	Identify prior student learning and knowledge relevant to this lesson (e.g. prior instruction, knowledge of students' content knowledge or skills based on pre-assessment, cultural experiences).
Standards: - Content - English Language Development (ELD)	List the complete standard(s) for the grade level and content area. Please cite and quote the specific standard(s). Remember to include appropriate content and English Language Development Standards for the students in your classroom. Utilize text features to pull out the key pieces of the standards that you are assessing .
Central Focus/Learning Target	Describe the overarching topic/big idea of the unit in which this lesson belongs. Big Ideas include essential questions, concepts or conceptual processes, linchpin ideas, topics, overall objectives, or goal statements. Describe how the greater purposes of this lesson matters to students and connect to the discipline.
Lesson Learning Objective/Target	Identify the knowledge and skills that your students will develop from the lesson. The objective(s) must directly correlate with the CCSS and be stated with measurable products. To do this, you essentially "translate" each identified standard into a measurable learning outcome using action verbs such as "demonstrate," "explain," and "illustrate." Do not use verbs such as "understand" or "know," as these can't be directly measured. For example, <i>"Students will be able to (identify thinking skill) (identify content [comes directly from the standard]) by/through (identify resource) to (identify product)."</i>
Academic Language Objective - Function - Demands - Syntax - Vocabulary (pre-taught/new) - Language supports	Write these as a list, describing how academic language functions in the lesson; be sure the language demands are present in the actual content of the lesson Function: Comes directly from edTPA based on content area (this is an action verb); identify one major language function associated with deep content learning in the lesson Demands: What are they doing in relation to the language function (reading, writing, speaking, listening) Syntax: How words, symbols or phrases are structured (e.g., graphic organizer, sentence frames, short answer responses, visual aids, vocabulary chart, Cornell notes, notetaking guide, PEMDAS, mathematical formulas, etc). Vocabulary: List vocabulary terms that are needed to be successful during the lesson; label them as pre-taught (meaning you already taught them to students in a prior lesson) or new (any vocabulary you'll be teaching in the lesson)

	● Language Supports: List any language supports you're providing to students throughout the lesson (be sure these also show up during the instructional segment you're using them)
Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis	● Articulate your criteria for assessment of students' achievement of the objective (i.e., Describe formal assessments, informal assessments used in the lesson). ● Provide a copy of your rubric/assessment criteria/scoring guide with the lesson. ● Describe how and when you will analyze student work. ● Describe your next instructional steps to address students' needs based on assessment including providing feedback and additional instruction if needed.
Materials	List ALL materials needed to teach the lesson, including resources, handouts, assessments, rubrics, etc. Provide appropriate citations for all materials whose sources are from published texts, the Internet, or other educators.
Instruction (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the opening activity you will use to assess/access students' prior knowledge, stimulate interest, and generate questions (Example: KWL chart, story, video clip, visuals) ● Describe how you will capture the students' interest and connect the content of the lesson to their everyday lives. What questions will you ask to gather information about your students' knowledge and misconceptions? Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report, graph) Gather evidence: ● What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? ● How will I know if my students are prepared for further learning?
Instruction and/or Practice Activity (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the next learning activity. Instructional sequence should be detailed enough for another teacher to teach it. Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what

	product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report, graph) Gather evidence: • What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? • How will I know if my students are prepared for further learning?	
Instruction and/or Practice Activity (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the next learning activity. Instructional sequence should be detailed enough for another teacher to teach it.	Students do: Provide examples of anticipated student responses.
Closure <i>[Time Allotted: ____]</i>	Teacher does: Describe how you will have students review the content and language objective for the day and how they have met or not met today's objectives Evidence: • What did we do today? • Why did we do it/what did we learn?	Students do: Describe how students will reflect on activities and learning outcomes related to content and language objectives.
Outcomes Assessment <i>[Time Allotted: ____]</i>	Teacher does: Describe the formative/summative outcomes assessment you will use to measure achievement of content and language objectives. Evidence: • How can students demonstrate their learning of the objective?	Students do: Describe how students will participate in assessment.

CSUMB Clinical Coach Formal Visit Observation Framework

Date of Observation:

Pre-Conference Held:

- ☐ Yes
- ☐ No

Materials provided (lesson plan, text book, seating chart, etc.):

- ☐ Yes
- ☐ Some but not all
- ☐ No

Following the observation, my level of concern is:

- ☐ The Teacher Candidate is meeting expectations for this point in the program.
- ☐ I have some concerns that should be addressed at the next observation (listed in the comments section).
- ☐ I have significant concerns and am developing a Statement of Concern and Action Plan for the Teacher Candidate.

Co-Teaching Model(s) Observed :

- ☐ One Teach, One Support
- ☐ Parallel Teaching
- ☐ Differentiated Teaching
- ☐ Station Teaching
- ☐ Team Teaching
- ☐ Intern
- ☐ Other

Positive Environment

TPE 2.2 with supporting 2.3, 2.5, 2.6, Literacy 7.3, 7.4

- ☐ Established and maintained high academic expectations for every student.
- ☐ Established and maintained high behavioral expectations for every student.
- ☐ Created a physically, emotionally, and psychologically positive space for students.
- ☐ Modeled and maintained a respectful and calm learning environment.
- ☐ Reinforced/motivated productive student behavior in ways that are responsive to the

students' needs (TPE 7.4).

- ☐ Productive rapport with students was evident.
- ☐ Evidence of established procedures for routine tasks.
- ☐ Observed students practicing self-regulation and/or independently accomplishing routine tasks.
- ☐ Elicited collaboration and cooperation among students.
- ☐ Monitored student responses to instruction (students' eye contact, facial expressions, responses, and body language).
- ☐ Utilized scaffolded intervention to re-engage distracted or struggling students.
- ☐ Actively checked in with individual students to ensure a high level of participation, particularly with students who appeared disengaged.
- ☐ Corrected behavior while maintaining lesson momentum.
- ☐ Circulated the room and utilized proximity to monitor student understanding.
- ☐ Circulated the room and utilized proximity to monitor student behavior.
- ☐ Managed transitions between segments effectively.
- ☐ Effectively paced lesson.
- ☐ Communicated time checks with students.
- ☐ Utilized culturally responsive pedagogy that was inclusive of diverse backgrounds and/or multiple points of view. (TPE 7.3)
- ☐ Other:

Knowledge of the Learner

TPE 1.1 with supporting 1.3, Literacy 7.3, 7.4, 7.7

- ☐ Greeted students with personal references.
- ☐ Utilized students' names and pronounced them correctly.
- ☐ Used language that promotes equality and equity among all students.
- ☐ Supported students' emotional needs as they arise during the lesson (7.4).
- ☐ Initially engaged students with high-interest prompts.
- ☐ Used resources and activities appropriate to students' age and literacy proficiencies. (7.4)
- ☐ Incorporated individual student interests in lesson development and delivery. (7.4)
- ☐ Recognized and incorporated students' cultures and/or families and home communities' funds of knowledge in lesson development and delivery.(7.3)
- ☐ Recognized and incorporated students' languages to promote languages other than English and translanguaging. (7.3, 7.7)
- ☐ Artifacts from the lesson derived from an appropriate sample of the students in the room.
- ☐ Evidence that students are interested and motivated in the lesson topic and material.

- ☐ Prompts, vignettes, and/or examples offered have relevance to both students' life experiences as well as key concepts.
- ☐ Other:

Standards-Based Instructional Design and Implementation, Part 1

TPE 3.1 with supporting 1.7, 3.3, 3.8, 4.3, Literacy 7.1, 7.2, 7.7, 7.9

- ☐ Planned lesson aligned with appropriate California State standards and evidence-based instruction. (7.1)
- ☐ Planned lesson with a clear objective, related activities, and assessment to support speaking, listening, reading, and/or writing in the discipline. (7.1, 7.9).
- ☐ Planned anticipated student responses for each activity of the lesson.
- ☐ Used technology consistent with principles of the International Technology Standards.
- ☐ Prepared and organized easily accessible materials.
- ☐ Content of the lesson is accurate and no misconceptions are presented.
- ☐ Promoted students use discipline-specific academic language high utility vocabulary orally and in writing. (TPE 7.7) .
- ☐ Engaged students by building on prior knowledge (7.6)
- ☐ Engaged students in literal and inferential comprehension using complex literary and informational texts (print, digital and/or oral) through questioning and discussion (7.6)
- ☐ Included personally verified answer key (if applicable).
- ☐ Displayed and/or articulated the day's standards-based learning goal.
- ☐ Connected lessons to prior learning experiences.
- ☐ Used various strategies to present/explain material (manipulatives, models, visual, performing arts, graphic organizers, etc.) according to UDL principles. (7.2)
- ☐ Incorporated use of technology to make content accessible or compelling.
- ☐ Utilized individual, paired, small group, and whole group interactions.
- ☐ Sequenced lesson activities logically to foster engagement and understanding of concepts.
- ☐ Scaffolded instruction for student needs.
- ☐ Adjusted lesson delivery to accommodate student needs.
- ☐ Other:

Inquiry-Oriented Instructional Design and Implementation, Part 2

TPE 1.5 with supporting 4.7, 5.3, Literacy TPE 7.7, 7.8

- ☐ Lesson or portions of the lesson driven by an essential question or are inquiry-based.

- ☐ Modeled the metacognitive process or a think-aloud.
- ☐ Asked students to think critically and did not immediately provide students with answers.
- ☐ Encouraged creative thinking and creativity in student work.
- ☐ Structured opportunities to pose high level questions to deepen students' thinking and promote oral language development through academic conversations among student partners, groups, or in whole class discussions. (7.7)
- ☐ Engaged students in a range of formal and informal collaborative discussions using a variety of discussion strategies and formats between self and students, and among the students. (TPE 7.8)
- ☐ Supported students' effective expression through writing, discussion, and/or presentation. (7.8)
- ☐ Supported students' use of language conventions. (7.8)
- ☐ Engaged students in productive struggle.
- ☐ Engaged students in a group task that was challenging and productive wherein all students had a role.
- ☐ Asked students to reflect on their thinking or responses individually or in small groups.
- ☐ Students presented with opportunities to self-assess before, during, or after the lesson.
- ☐ Provided students with opportunities to reframe their thinking or responses after misconceptions are cleared.
- ☐ Led a rich discussion that engages all students and promotes oral language development. (7.7).
- ☐ Subject matter knowledge guided effective responses to student questions.
- ☐ Sequence and delivery of lesson activities guided students to higher understanding.
- ☐ Did not accept "I don't know" as an answer.
- ☐ Other:

Ensuring Equitable Access

TPE 4.4 with supporting 1.4, 1.6, 3.2, 3.5, 3.6, 4.8, 5.8, Literacy TPE 7.2, 7.3, 7.5, 7.7, 7.11

- ☐ Lesson reflects knowledge of students' ELD and/or *English reading grade levels (* for RFEP students). (7.11)
- ☐ Distributed prompts and questions equitably (e.g., equity sticks).
- ☐ Modeled, clarified and provided a visual representation of directions, procedures, and key concepts.
- ☐ Appropriately explains and models content, practices, and strategies.
- ☐ Utilized a variety of instructional strategies and materials.
- ☐ Utilized available technology and assistive technologies.

- ☐ Utilizes principles of UDL (provides multiple means of representation, expression, and/or engagement for students) in planning and teaching. (7.2)
- ☐ Supports students' first and second language development by leveraging students' existing linguistic repertoires and encouraging translanguaging. (7.7, 7.11)
- ☐ Utilizes instructional evidence-based approaches for ELD/SLD across content areas. (7.11)
- ☐ Modeled and facilitated paired/group discussions as well as other oral language development and reading fluency activities, e.g., choral reading or Readers' Theatre. (7.5)
- ☐ Modeled and facilitated student practice of oral language, reading comprehension, and writing skills linked to sentence, paragraph or essay frames, anchor charts as appropriate. (7.8)
- ☐ Explicitly taught vocabulary, grammatical structures (e.g. syntax), and/or discourse structures to support comprehension and expression. (7.7)
- ☐ Utilized culturally-sustaining pedagogy and resources, examples, alternative texts to support students' initial engagement and overall understanding. (7.3)
- ☐ Incorporated scaffolding, accommodations and/or modifications to ensure access to the curriculum (SPED, multilingual, EL-identified, students at risk for/with dyslexia) based on student data. (7.2)
- ☐ Set long- or short-term learning goals for and/or with students.
- ☐ Other:

Assessment and Monitoring of Student Learning

TPE 5.1 with supporting 1.8, Literacy TPE 7.10

- ☐ Assessment is used strategically and with purpose.
- ☐ Maintained focus on student learning rather than behavior.
- ☐ Aligned summative assessment with the lesson standard, objective, and activities.
- ☐ Utilized formative assessments and recorded data. (7.10)
- ☐ Checked student understanding throughout the lesson and clarified misconceptions.
- ☐ Circulated among students to ask students questions and guide their thinking.
- ☐ Adjusted instruction or pacing of instruction as necessary based on results of formative assessments and observed students' responses to instruction.
- ☐ Recognized and/or diagnosed particular common patterns of student thinking and development in a subject-matter domain.
- ☐ Re-taught content as necessary to individuals, small groups, or entire class to promote understanding.
- ☐ Elicited closure to lesson (e.g., exit ticket).
- ☐ Provided rubric to guide student work and evaluation.

- ☐ Students had opportunity to self-assess (ex. Score selves on rubric).
- ☐ Student results analyzed to develop follow up steps.
- ☐ Provided oral and written feedback to students.
- ☐ Other:

Effective Literacy Instruction for all Students

TPE 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11

Learner-Centered Approaches including Culturally Sustaining Pedagogies (7.3 and 7.4)

- ☐ Provided literacy instruction that centered the learner with an emphasis on leveraging the assets students bring to the classroom (i.e., focus on engagement, development, SEL, etc). Incorporated asset-based practices that were culturally sustaining and promoted learning in multiple languages where appropriate.
- ☐ Provided access to students by recognizing demands of content and text.

Foundational Skills (7.5)

- ☐ Through instruction that was structured and organized as well as direct, systematic, and explicit and that included practice in connected, decodable text, the candidate planned and delivered explicit instruction 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).
- ☐ Provided instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
- ☐ Advanced students' progress in the elements of foundational skills, language, and cognitive skills that supported them as they read and wrote increasingly complex disciplinary texts with comprehension and effective expression.

Literacy and Language Comprehension (7.6, 7.7, 7.8)

- ☐ Engaged students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (7.6)
- ☐ Promoted students' oral and written language development and use of discipline-specific academic language, grammatical structures (e.g. syntax), and/or discourse structures by leveraging students' existing linguistic repertoires (7.7)
- ☐ Developed students' effective expression as they wrote, discussed, presented, and used language conventions (7.8)

Plan and Implement ELA/ELD Alignment Across Content Areas (7.1, 7.9, 7.11)

- ☐ Planned and implemented evidence-based literacy instruction and integrated content literacy instruction (7.1)
- ☐ Promoted students' content knowledge (in all content areas) by engaging students in literacy instruction (7.9)
- ☐ Provided integrated and designated ELD instruction for students identified as EL (7.11)

Plan and Conduct Interventions and Assessments to Screen for Potential Reading & Writing Difficulties (7.2, 7.10)

- ☐ Planned and implemented instruction to address to the needs of the diverse students (including multilingual students identified as ELs, students with dyslexia and other literacy-related disabilities) (7.2)
- ☐ Knew, used, and analyzed assessments to monitor progress and informed literacy instructional decision-making (including multilingual students identified as ELs, students with dyslexia and other literacy-related disabilities) (7.10)

Comments

Strengths:

Recommendation:

RUBRICS & RESOURCES

CSUMB Gradual Release of Responsibility (GRR) Secondary Education

About the GRR Document (Pearson & Gallagher, 1983)

- Who should use this tool?
 - Teacher Candidates, Cooperating Teachers, and Clinical Coaches
 - The Gradual Release of Responsibility (GRR) document outlines the roles and responsibilities of teacher candidates (TCs), cooperating teachers (CTs), and clinical coaches (CCs). These roles and responsibilities are aligned with CSUMB's Teacher Performance Expectations (TPE) rubric and are delineated by month.
- The GRR is designed to be flexible and adaptable to the needs of individual candidates. It allows candidates (and their CTs and CCs) to move forward and backward as needed, focusing on the TPEs and skills that they need to develop in order to become effective teachers.
- The GRR aligns candidates' increased responsibilities to coursework and the timeline for completing the teacher performance assessment (edTPA). It also showcases the progression needed for TCs to start taking responsibility in the CTs' classrooms and subsequently, their own classrooms.

Using the GRR Document

- Each month has a prioritized skill/set of focus TPEs, and spells out roles for the TC and CT, lesson plan focus, and collaboration time.
 - This is a coaching tool to help the three members of the triad move through the year of clinical practice
 - Helps to focus on one lesson plan area, prioritized skill, and what the TC and the CT should be focusing on to help the TC take more responsibility throughout each month
 - Can be used to help focus debrief conversations
 - The document provides strategies to support active co-teaching
 - CT and TC should share the GRR focus area for the month during planning time
- The clinical placement coordinator will email the monthly prioritized skills (the entire row of GRR) with the TC, CT, and coaches.

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
August	Positive Environment TPE: 2.2, 2.3, 2.5, 2.6 Focus: Behavior expectations: • norms and procedures Lesson Plan: • Ability to identify assessment and objectives for lessons • Background knowledge; physical layout of the classroom	→ Observe and get acquainted with the school, classroom, CT, and students. → Learn names → Student interests; work on getting to know humans → Learn classroom routines and observe classroom culture → Completing the lesson plan log (topic) → Actively seek specific feedback from CT about strengths and areas of growth around focus TPE (e.g., What are my strengths and areas of improvement in terms of productive rapport with students?)	• Introduce the candidate to the school community (PLC, other teachers, staff, administration, parents) • Provide the candidate with explicit information regarding the beginning of the year procedures, routines/classroom management. • Provide candidate with opportunities to collaborate around objectives, standards, and assessments • Actively observe and provide feedback to TC around areas of strength and places for growth in terms of rapport with students	- One Teach / One Assist - One Teach / One Observe	At least 1 hour weekly • Discuss observations and procedures • Discuss classroom processes • Discuss and utilize lesson plan book template DAILY

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
September	Knowledge of Students TPE: 1.1, 1.3 Focus: • Get to know students • Classroom culture • Motivation, engagement, and active learning Lesson Plan: • Class description: knowing types of learner profiles/IEPs/504s/language level ○ This becomes part of Context for Learning • Ability to identify standards, objectives, and assessment for daily lessons	→ Develop rapport with & learn about students. → Understand students' individualized needs (IEP's, 504, Language, etc) → <i>Begin to lead classroom routines such as warm-up, closure, and/or administering outcome assessment</i> → Lead instruction on part of a lesson or co-teach a lesson with CT → Lead small group instruction with CT support → Actively seek specific feedback from TC about strengths and areas of growth (e.g. How am I engaging with students?) → Attend a parent-teacher conference as necessary with CT guidance → Can clearly articulate standards, objectives, assessments for daily lessons	• Model co-planning sessions for lessons they teach • Provide learning targets and resources for TC (scope and sequence, unit, curriculum, materials, strategies, etc.). • Leads core instruction: supports TC with small group instruction • Guide TC through understanding student information and individualized needs • Actively observe and provide feedback to TC around areas of strength and places for growth around engaging students in classroom	- One Teach/One Assist - One Teach/One Observe <i>- Clinical Coach (CC) and TC Schedules 1st formal observation based on shared timeline</i>	At least 1 hour weekly • Discuss student assessment data to inform instructional planning • Continue to plan instructional routines and lessons utilizing lesson plan book template DAILY • Discuss grading procedures and protocol

October	Instructional Design TPE: 4.4, 3.1, 1.7, 3.3, 3.8, 4.3 Focus: • Alignment between standards, objectives, whole and small group learning activities, resources, and assessments • Sequencing instructional plans to support student learning Lesson Plan • Assessment plan for the entire lesson with feedback protocol • Differentiation based on student needs and abilities	• Continue to share responsibility for classroom routines (including grading, reviewing assessment data, etc.) • Co- Plan (make connections between curricular expectations and lesson implementation) • <i>TC takes lead in at least one whole-class lesson at least once a day</i> • Plan for, lead, and facilitate small group instruction • Write an assessment plan with feedback protocol for lesson segment • Use assessment data (formative and summative) to design and modify lessons as necessary • Investigate assessment calendar for your classroom/school (review assessment data if available) • Actively seek specific feedback from CT about strengths and areas of growth (e.g., How did I determine student 's understanding of the objective?)	• Provide guidance and support in the planning of daily lessons • Be explicit about lesson plan considerations • Co-teach whole class lessons as lead; <i>CT provides lesson plans</i> • <i>Facilitate the release of at least 1 lesson</i> • Actively observe and provide feedback during whole class & small group instruction • Discuss assessment calendar for your classroom/school (review assessment data if available) • Actively observe and provide feedback to TC around areas of strength and places for growth around TC's ability to assess student understanding of the objective.	- One Teach/One Assist - Team Teaching - Station Teaching Supplemental or Differentiated Teaching	At least 1 hour weekly • Co-plan lessons • Determine co-taught lessons • Discuss feedback and instructional improvements • Discuss student assessment data to inform instructional planning
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Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
November	Instructional Implementation TPE: 4.4, 1.4, 1.5, 1.6, 3.2, 3.5, 3.6, 4.7, 4.8, 5.3, 5.8 Focus: • Equitable access • varied instructional strategies • supports and scaffolds Lesson Plan: • Differentiation, Scaffolding, and Assessment decisions are based on student data • Candidate can articulate the specific needs of students and how they are modifying <u>throughout</u> lessons ○ This is the left-hand column of the lesson plan	• Continue to share responsibility for classroom routines across multiple class periods (including grading, reviewing assessment data, etc.) • <i>Plan and take the lead in whole class/small group instruction for at least one class/content area</i> • <i>Take lead in co-planning for at least one class / content area and provides lesson plans for at least one class</i> • Differentiate: Justify plans for instruction, scaffolds, and supports for students' needs based on data • Encourage: attend parent teacher conferences/IEP meetings • Actively seek specific feedback from CT about strengths and areas of growth (e.g., How am I incorporating critical thinking into my instruction and anticipating student responses?)	• Provide necessary resources in advance to TC (includes unit goals / topics, curriculum materials, learning targets, lesson plans) • Review lesson plans for feedback • Actively observe and provide feedback to TC on ability to implement lessons utilizing critical thinking and the ability to anticipate student responses	- One Teach/One Assist - Team Teaching - Station Teaching - Supplemental or Differentiated Teaching - Parallel Teaching based on co-planned lesson - <i>Clinical Coach (CC) and TC Schedules 2nd formal observation based on shared timeline</i>	At least 1 hour weekly • Co-plan lessons • Determine co-taught lessons • Discuss feedback and instructional improvements • Discuss accommodations, interventions, and alternative assessments • Communicating assessment data to students and parents

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
December	Assessment & Feedback TPE: 1.8, 5.1 Focus: • Ongoing use of formative and summative assessment data to inform instruction (what is working; what is not) • timely and specific feedback Lesson Plan: • Plan and utilize formative assessments throughout the lesson • Lesson summative assessment data is utilized to inform future instructional decisions • Closure!	• Continue to share responsibility for classroom routines (including grading, reviewing assessment data, etc.) • <i>Continue as lead - co-planning and co-teaching in at least one class</i> • <i>TC provides lesson plans for at least one class</i> • Differentiate: Plan for instruction and supports based on students' needs • Actively seek specific feedback from TC about strengths and areas of growth (e.g., How am I utilizing formative assessment data throughout my lessons to drive instruction?; What do you think my next steps are based on the exit assessment data from this lesson?)	• Provide necessary resources in advance to TC (includes unit goals/topics, curriculum materials, learning targets) • Review lesson plans for feedback • Guide the co-assessment process (review assessments and nature of feedback provided) • Actively observe and provide feedback to TC on both formative and summative assessment strategies to modify and drive instruction	- One Teach/One Assist - Team Teaching - Station Teaching - Parallel Teaching based on co-planned lesson - Differentiated Teaching	At least 1 hour weekly • Co-plan lessons • Determine co-taught lessons • Discuss feedback and instructional improvements • Discuss interventions and alternative assessments • CT provides feedback on management practices

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
January	Developing as a Professional Educator TPE: 6 Focus: • Reflection on content and pedagogy • Reflection on dispositions • Collaborative practice; routine engagement, communication, and inquiry with colleagues Lesson Plan: • Plan and utilize formative assessments throughout the lesson • Lesson summative assessment data is utilized to inform future instructional decisions • Close the loop: ensure closure ties into initial lesson objectives!	• Review findings from the end of semester TPE and Dispositions evaluations with the CT and CC and use these to <u>set goals</u> for the spring semester. • Continue to share responsibility for classroom routines • <i>Lead teacher for two lessons/content areas</i> • <i>Co-Plan: TC takes lead in developing lesson plans for 2 classes with CT support</i> • Initiate conversations on and develop plans for the Teaching Performance Assessment (TPA)	• Actively provide feedback during instruction • Facilitate the release of 2 lessons	One Teach/One Assist Team Teaching Station Teaching Parallel Teaching based on co-planned lesson Differentiated Teaching	At least 1 hour weekly • Co-plan lessons • Create learning targets for TC's lessons • Discuss feedback and instructional improvements • CT provides feedback on management practices • Discuss possibilities for visits to other classes

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
February	Instructional Design and Implementation TPE: 3.1, 1.5, 1.7, 3.3, 3.8, 4.3, 4.7, 5.3 Focus: - Plan for, implement, and otherwise collect data for TPA. Lesson Plan - Develop lessons that are cognizant of <u>all</u> TPE requirements, particularly knowledge of students and effective use of assessments to drive instruction - Close the loop: ensure closure ties into initial lesson objectives!	- Continue to share responsibility for classroom routines - Lead teacher for two lessons <i>Co-Plan: TC takes lead in developing lesson plans for 2 classes with CT support</i> - Implement plans for the Teaching Performance Assessment (TPA)	- Actively observe and provide feedback throughout the lesson - Act as a support - Assist in implementing TPA as necessary	One Teach/One Assist Team Teaching Station Teaching Parallel Teaching based on co-planned lesson Differentiated Teaching - Clinical Coach (CC) and TC Schedules 1st observation of the second semester based on shared timeline	At least 1 hour weekly - Co-plan lessons - Create learning targets for TC's lessons - Discuss feedback and instructional improvements - CT provides feedback on management practices

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
March	Equitable Access TPE: 4.4, 1.4, 1.6, 3.2, 3.5, 3.6, 4.8, 5.8 Focus: • Instructional monitoring • effective use of instructional time to maximize learning opportunities • Provision of access to the curriculum for all students Lesson Plans: • Intentionally utilize formative assessments throughout the lesson to inform instructional decisions. • Close the loop: ensure closure ties into initial lesson objectives!	• Continue to share responsibility for classroom routines • <i>TC continues to develop and implement lesson plans for at least 2 classes with CT support</i>	• Actively provide feedback throughout the lesson • Act as a support	- One Teach/One Assist - Team Teaching - Station Teaching - Parallel Teaching based on co-planned lesson - Differentiated Teaching	At least 1 hour weekly • Co-plan & co-assess lessons • Create learning targets for TC's lessons • Discuss feedback and instructional improvements • CT provides feedback on management practices

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
April	Assessment & Feedback TPE: 1.8, 5.1 Focus: • Instructional adjustments while teaching • Using data to document student learning progress over time. Lesson Plans: • Intentionally utilize formative assessments throughout the lesson to inform future instructional decisions • Close the loop: ensure closure ties into initial lesson objectives!	• Continue to share responsibility for classroom routines • <i>TC takes lead in developing lesson plans for at least 2 classes with CT support</i>	• Actively observe and provide feedback during whole group instruction • Act as a support (ex. One Teach/One Assist, the CT will act as the assist, or During supplemental teaching, the CT may take the small group) • Provide guidance in administering and reviewing CAASPP / Smarter Balanced Assessments as necessary	- One Teach/One Assist - Team Teaching - Station Teaching - Parallel Teaching based on co-planned lesson - Differentiated Teaching - <i>Clinical Coach (CC) and TC Schedules 2nd observation of the second semester based on shared timeline</i>	At least 1 hour weekly • Co-plan & co-assess • Create learning targets for TC's lessons • Discuss feedback and instructional improvements • CT provides feedback on management practices

Month	TPE/Prioritized Skill Focus	Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	Suggested Co-Teaching Strategies	Collaboration Time
May	Reflection & Professional Growth Goals TPE: 6.1, 6.3 Focus: • Reflective on teaching and collaborative practice • Develop induction year professional growth goals (Individualized Development Plan) Lesson Plans: • Intentionally utilize formative assessments throughout the lesson to inform future instructional decisions • Close the loop: ensure closure ties into initial lesson objectives!	• Continue to share classroom routines and teach some small groups, but will not plan or teach whole content lessons • <i>Prepare to help facilitate the release of 2 subjects to the CT</i> • Develop induction goals	• Actively observe and provide feedback during whole group instruction • Prepare to assume 2 lessons from the TC • Determine which lessons will be co-taught with the TC as the lead • Continue acting as support to the TC	One Teach/One Assist Team Teaching Station Teaching Parallel Teaching based on co-planned lesson Differentiated Teaching	At least 1 hour weekly • Co-plan & co-assess • Discuss feedback and instructional improvements and management practices • Discuss growth during the year and plans for the first year.

Some Notes: A general description of the lead role is as follows:

- When the TC is lead teacher, she or he is primary executor of lessons and is responsible for submitting lesson plans to CT and CC for all content areas.
- CT will determine the learning targets and assessments with input from TC, and acknowledge the use of whatever strategy that is best for students. TC will write detailed lesson plans based on the outline established by CT and will submit to CT in advance of Lead Teaching Week.
- TC takes the lead on classroom management strategies. CT will support and provide feedback as needed.
- TC is responsible for classroom administrative duties (attendance, discipline, etc.) and grading, with CT support.
- TC takes on responsibility for connecting with parents (with support of CT).
- TC participates in student support meetings (with counselors, special services, disciplinary team, etc.).
- A variety of co-teaching approaches should be applied, including but not exclusive to solo teaching.
 - Solo teaching should be built in at times when the particular lesson(s) are supported by this approach;
 - Should solo teaching be applied, CT should continue to support class and be engaged observing, video-taping followed by review, or pulling out individual students or small groups.
- There should be time between each observation for practice.

Teaching Performance Expectations (TPEs)
Department of Education and Leadership: TPE -Teaching Rubric (TPE-TR)
For candidate self-assessment, and assessment by Clinical Coach and Cooperating Teacher/Service Provider
Completed TWICE per year [Fall and Spring]



College of Education
Department of Education and Leadership
California State University Monterey Bay
Fall/Spring _____

About this Rubric

Faculty members in the Coaching Co-Teaching Task Force in the Department of Education and Leadership in the College of Education at California State University Monterey Bay developed the TPE-Teaching Rubric (TPE-TR) as an observational rubric for the purposes of bolstering TPE-aligned teaching practices among our Teacher Candidates.

The tool and its accompanying training materials were developed using direct language from the 2016 version of the California Teaching Performance Expectations (TPEs) and with concepts and/or structures from additional tools such as the Fresno Region Common Rubric (FRCR) and the California State University STEM/CSTP Teaching Rubric. In 2024, we integrated TPE 7: "Effective Literacy Instruction for all Students" into the tool.

Our primary goals with the department-wide, common rubric tool are to: 1) Provide Teacher Candidates with a tool that will assist them in prioritizing essential teaching skills to hone their practices as educators ; 2) Measure and track Teacher Candidates progress toward field-specific, TPEs that are to be assessed as a part of our program effectiveness, CCTC Transition Plan, and General Education (Multiple and Single Subject) Program Standards Course Matrices; 3) Build inter-rater reliability around our interpretation and evaluation of candidates' TPE performance; 4) Create stronger norms for supervision among Clinical Coaches, Cooperating Teachers, and all Faculty through a department-wide TPE-focused rubric and protocol.

Using this Rubric

The TPEs featured in the TPE-TR are focused on field-specific, observable behaviors of teacher candidates.

The rubric has possible ratings of 0-3:

- Ineffective = 0
- Emerging = 1
- Practicing = 2
- Applying = 3

An Ineffective rating (0) may require an intervention, such as an Action Plan. Emerging through Applying ratings (1-3) represent the range of behaviors likely to be observed in a Teacher Candidate. An Applying rating (3) realistically describes the upper limits of a Teacher Candidate. The induction column is not scored in our program, as it extends into the teacher's induction years. The details of the last column may be filled in by partner districts, based on their respective expectations and/or observation tools.

Teacher candidates will generally be scored in a column where preponderance of evidence in that category is witnessed.

We expect this instrument to be used by the Teacher Candidate, Clinical Coach, and Cooperating Teacher as a cumulative assessment and debriefing tool at the end of each semester. This rubric also informed the updated TPE-aligned lesson observation and periodic observation tools/protocols. During periodic observations, a rotating calendar of TPE rubrics will guide goal-setting and provide a common coaching focus across the department. Dispositions and professional growth (TPEs 6.1-6.6) will still be assessed in the field utilizing the current disposition assessment form in S4.

We organized the TPEs into 5 categories of prioritized skills:

1. Positive Environment (Focal TPE = 2.2; Related TPE = 2.3, 2.5, 2.6; **Literacy Instruction: TPE 7.3, 7.4**) *August/January*

2. Knowledge of the Learner (Focal TPE = 1.1; Related TPE= 1.3; **Literacy Instruction: TPE 7.3, 7.4, 7.7**) *September/February*

3. Instructional Design and Implementation *October/March* (Focal TPE= 3.1; Related TPE= 1.7, 3.3, 3.8, 4.3; **Literacy**

Instruction: TPE 7.1, 7.2, 7.7, 7.9) (Focal TPE= 1.5; Related TPE 4.7, 5.3)

4. Ensuring Equitable Access (Focal TPE= 4.4; Related TPEs= 1.4, 1.6, 3.2, 3.5, 3.6, 4.8, 5.8; **Literacy Instruction TPE 7.2,**

7.3, 7.5, 7.7, 7.11) *November/April*

5. Assessment and Monitoring of Student Learning (Focal TPE = 5.1; Related TPEs= 1.8; Literacy TPE 7.10)

December/May

POSITIVE ENVIRONMENT

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. (Related TPEs 2.3, 2.5, 2.6, 7.3, 7.4)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
Not inclusive of diverse cultural, linguistic backgrounds, multiple points of view Behavior expectations (norms and procedures) are not set Does not demonstrate high expectations for students Does not provide appropriate/individualized scaffolding for both behavior and academic needs No support for independence and self-regulation among students No support for collaboration among students	Sometimes inclusive of diverse cultural, linguistic backgrounds, multiple points of view Behavior expectations (norms and procedures) are set, but not enforced or referenced Demonstrates high expectations for a subset of students Provides some scaffolding for either behavior or academic needs Limited evidence for support of student independence and self regulation Support for collaboration minimally evident Limited evidence of caring and	Inviting diverse cultural, linguistic backgrounds, multiple points of view Behavior expectations (norms and procedures) are set, and inconsistently enforced or referenced Demonstrates high expectations for multiple subsets of students Provides appropriate scaffolding for either behavior or academic needs Encourages independence and self regulation Encourages collaboration	Culturally responsive pedagogy evidenced (Inclusive of diverse cultural, linguistic backgrounds, multiple points of view) Behavior expectations (norms and procedures) are set, and consistently enforced or referenced Demonstrates high expectations for all students Provides appropriate and individualized scaffolding for both behavior and academic needs Classroom environment supports student independence and self regulation Classroom environment supports collaboration

Negative affect (frowning, sarcasm) Improper response to student bullying, racism, or sexism	pleasant behaviors Ineffective response to student bullying, racism, or sexism	Caring and pleasant Appropriate response to student bullying, racism, or sexism in response to school code of conduct	Interactions characterized by mutual respect Norms in place to prevent student bullying, racism, or sexism
Action Plan			
Classroom not safe Not responsive to student bullying, racism, or sexism Interactions not characterized by mutual respect			

Knowledge of the Learner

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. (Related TPE 1.3, 7.3, 7.4, 7.7)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
Instruction and/or artifacts in room do not show evidence of consideration of students' prior experiences, interests, social-emotional learning needs, and cultural and linguistic backgrounds No focus on students, families, and richness of out-of-school experiences in the lesson Knowledge of the students is	Instruction and/or artifacts in room rarely show evidence of consideration of students' prior experiences, interests, social emotional learning needs, and cultural and linguistic backgrounds Minimal focus on students, families, and richness of out-of-school experiences in the lesson	Instruction and/or artifacts in room frequently show evidence of consideration of students' prior experiences, interests, social emotional learning needs and cultural and linguistic backgrounds Lack of emphasis on what students and families know and/or no focus on richness of students out-of-school	Instruction and/or artifacts in room consistently show evidence of consideration of students' prior experiences, interests, social emotional learning needs, and cultural and linguistic backgrounds Emphasis on what students and families know and richness of their out-of-school experiences in the lesson

not applied to create a culture where students appear motivated, engaged, and active in their learning	Knowledge of the students is applied, but students appear minimally motivated, engaged, and active in their learning	experiences in the lesson Knowledge of the students is applied, and students appear motivated, engaged, and active in their learning	Knowledge of the students is applied to create a culture where students appear highly motivated, engaged, and active in their learning
Action Plan			
Does not acquire or apply knowledge of students Respect for the diversity of students in the classroom is not demonstrated Deficit language used			

Instructional Design and Implementation (1 of 2)

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards* and curriculum frameworks (Related TPEs 1.7, 3.3, 3.8, 4.3, 7.1, 7.2, 7.7, 7.9)

*Common Core State Standards for ELA and Math, Common Core College and Career Readiness Standards, English Language Development Standards, Next Generation Science Standards, Health/PE Content Standards, Social Studies Content Standards, Visual and Performing Arts Standards, International Standards for Technology Education, World Language Content Standards)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
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Objective(s), learning activities, and resources are not aligned with adopted standards* and are not evidence-based Content includes frequent inaccuracies Teacher never connects content to prior knowledge, previous lessons, and/or across disciplinary areas to support meaning making, deepen students' understanding of the subject matter (visual and performing arts and/or technology standards as applicable) Teacher is not using literary or information texts to develop students' literal or inferential comprehension. Students have no opportunities to engage in questioning and meaningful discussion of text.	Objective(s), learning activities, and resources are inconsistently aligned with adopted standards* and evidence-based instruction Content includes some inaccuracies Teacher makes a connection to prior knowledge, previous lessons, and/or across disciplinary areas (visual and performing arts and/or technology standards as applicable) Teacher uses literary and/or informational texts (print, digital, or oral) to develop students' literal and/or inferential comprehension through questioning and/or discussion. However, students have limited opportunities to engage in questioning and discussion meaningfully.	Objective(s), learning activities, and resources are more consistently aligned with adopted standards and evidence-based* Content appears to be accurate Teacher makes multiple connections to prior knowledge, previous lessons, and /or across content areas (visual and performing arts and/or technology standards as applicable) Teacher engages a subset of students in meaning making using complex literary and informational texts (print, digital, and oral) to develop students' literal and inferential comprehension through questioning and discussion primarily in language arts,	Objectives, learning activities, and resources are evidence-based explicitly aligned with adopted standards* All content appears to be accurate Teacher creates opportunities for students to connect content to prior knowledge, previous lessons, and across content areas (visual and performing arts and/or technology standards as applicable) Teacher engages all students in meaning making using complex literary and informational texts (print, digital, and oral) to develop students' literal and inferential comprehension through questioning and discussion across the disciplines.
Action Plan			
No objective for lesson set			

Instructional Design and Implementation (2 of 2)

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. (Related TPEs 4.7, 5.3, 7.7, 7.8)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
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Candidate does not include a range of activities that support development of critical thinking Candidate does not include a range of communication strategies between his/herself and the students or among the students. There is little discussion or opportunities for students to write for different purposes. Candidate is not providing instruction and feedback focused on developing students' effective expression (writing, discussion, and/or language conventions). The lesson does not provide opportunities for the students to reflect, self-assess, and/or reframe their thinking No opportunity for students to reflect on high level questions (higher DOK) No opportunities for inquiry	Candidate incorporates a range of activities that begin to support development of critical thinking Candidate incorporates a range of communication strategies (discussion and writing for different purposes). Discussion is teacher-led, primarily between themselves and students, but not among students. Candidate provides some instruction to develop students' effective expression (writing, discussion, and/or language conventions) with guided and/or independent practice. Provides minimal feedback to students. Minimal opportunities for the students to reflect, self-assess, and/or reframe their thinking Minimal opportunities for students to reflect and discuss high level questions (higher DOK) Minimal evidence of opportunities for inquiry	Candidate incorporates a range of activities that foster development of critical reading, writing, listening, and speaking in language arts. Candidate incorporates a range of communication strategies (discussion, writing for different purposes). However, only a subset of students are engaged. Discussion is between themselves and students and among students. Candidate provides explicit instruction, guided practice, and independent practice to develop students' effective expression (writing, discussion, and use of language conventions). Provides feedback inconsistently and/or few opportunities for peer feedback. Opportunities for the students to reflect, self-assess, and/or reframe their thinking Opportunities for students to reflect and discuss high level questions (higher DOK) to promote oral and written language language development and meaning making Evidence of opportunities for inquiry	Candidate incorporates a range of activities that encourage individual and collaborative critical reading, writing, listening, and speaking across the disciplines. Candidate incorporates a range of communication strategies (discussion, writing for different purposes and audiences). All students are engaged. Discussion is between themselves and students and among students. Candidate provides explicit instruction, guided, and independent practice to develop students' effective expression (writing, discussion, and use of language conventions). Provides feedback consistently for revision and editing and opportunities for peer feedback. Multiple opportunities for students to reflect, self-assess, and/or reframe their thinking Multiple opportunities for students to reflect and discuss high level questions (higher DOK) to promote oral and written language development for meaning making. Provides inquiry opportunities consistently
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Action Plan

Teacher relies solely on direct instruction

Ensuring Equitable Access

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

(Related TPEs 1.4, 1.6, 3.2, 3.5, 3.6, 4.8, 5.8, 7.2, 7.3, 7.5, 7.7, 7.11)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
No variety of instructional strategies, materials, and technologies to support student access to the lesson Candidate provides one modality by which students may practice and represent the content, and the modality is effective for a few students No evidence of activities or resources recommended for instruction that advances emergent bilingual students (identified as ELs) development in basic English structures (ELD), and academic English across subjects No evidence of introducing vocabulary, grammatical structure, and/or language features to support comprehension and expression No evidence of scaffolds for emergent bilinguals (EBs), ELs, and/or students with identified disabilities and/or scaffolds are not based on student data	A variety of instructional strategies, materials, and technologies observed, but limited impact on student access to the lesson Candidate provides a limited set of modalities by which students may practice and represent the content, and the modalities are effective for some students Candidate may use a research based activity recommended for English Language Development and Specially Designed Academic Instruction in English (SDAIE) Evidence of introducing vocabulary grammatical structure, and/or language features to support comprehension and expression Evidence of attempted scaffolding for EBs, ELs, and/or students with identified disabilities in place, but these are not based on student data and not modeled for and used by students to access the curriculum	A variety of culturally sustaining instructional strategies, materials, and technologies observed with evident impact on subset of students' access to the lesson (e.g. MTSS) Candidate provides students multiple modalities through which to practice and represent the content, and these modalities benefit the majority of students (i.e. UDL) Candidate occasionally incorporates activities, resources, students' full linguistic repertoire, and research-based methodologies that support students' first and second language development for Explicit ELD (elementary) or Integrated ELD (elementary & secondary, aka SDAIE) Some evidence of explicit teaching of vocabulary, grammatical structure, and/or language features to support comprehension and expression Scaffolds in place, but EBs, ELs, and/or students with identified disabilities (including students at risk for/with dyslexia) are not always able to access the curriculum. Scaffolds may be based on generalizations of student data	A variety of culturally sustaining instructional strategies, materials, and technologies observed with evident impact on all students' access to the lesson (e.g. MTSS) Candidate provides students multiple modalities through which to practice and represent the content and these modalities benefit all students and promote multilingualism (i.e. UDL) Candidate provides a supportive learning environment for students' first and second language development using their full linguistic repertoires, and research-based instructional approaches for ELD for elementary, Integrated ELD for secondary and Specially Designed Academic Instruction in English (SDAIE) across disciplines Evidence of explicit teaching of vocabulary, grammatical structure, and/or language features to support comprehension and expression Scaffolds in place to support EBs, ELs, and/or students with identified disabilities (including students at risk for/with dyslexia) and these are based on student data. Students have the support they need to access the content, comprehend, and communicate
Action Plan			

Cannot identify students with documented needs

Does not provide accommodations based on student's identified needs

Assessment and Monitoring of Student Learning

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. (Related TPEs 1.8, 7.10)

Ineffective (0)	Emerging (1)	Practicing (2)	Applying (3)
Use of each type of assessment as related to the lesson is unclear Does not use formative assessments to monitor progress of students toward achieving the academic standards addressed in the lesson Limited evidence of strategies for monitoring student learning during instruction Focus of monitoring is on behavior rather than learning Does not monitor students' literacy development.	Use of each type of assessment as related to the lesson is somewhat apparent Inconsistently uses formative assessments to monitor progress of students toward achieving the academic standards addressed in the lesson Treats class as "one plan fits all" with minimal modifications Beginning to focus on monitoring of learning rather than just behavior Beginning to use formative and/or diagnostic assessments to monitor students' literacy development.	Appropriate use of each type of assessment as related to the lesson is apparent Uses formative assessments randomly to monitor progress of students toward achieving the academic standards addressed in the lesson Uses assessment results to re-teach and/or adjust the pace of instruction for the class but not for specific individuals or groups of students Focus is primarily on monitoring learning rather than behavior Uses formative assessments and diagnostic practices to monitor some aspects of students' literacy development.	Each type of assessment used is well-aligned to the lesson and to students Uses formative assessments at strategic points in the lesson to monitor progress of students toward achieving the academic standards addressed in the lesson Uses assessment results to re-teach and/or adjust the pace of instruction for both the class and specific individuals or groups of students Focus is on monitoring student learning, using both informal and formal strategies Consistently monitors students' literacy development (including phonics, reading fluency, comprehension, and writing) using formative assessments, progress monitoring, and diagnostic techniques to inform instruction and initiate referrals (with co-teacher) for

			students who need more support.
Action Plan			
Formal or informal strategies for monitoring student learning are missing Assessment is not occurring in the lesson because of a focus on behavior			