

Teaching Performance Expectations (TPEs): Candidate Evaluations

Methods: Final Evaluation

Full-Time Clinical: Mid-Term & Final Evaluation

Teacher Candidate: _____ Date: _____
Cooperating Teacher (CT): _____
Field Supervisor (FS): _____ Subject/
Grade Level: _____

Type of Clinical Practice: _____ Methods – Clinical Practice (EDTP 523/533, EDSP 534a/542a, EDDH 560)
(select one) _____ Full-time – Clinical Practice (EDTP 540/560, EDSP 534b/542b, EDDH 560)

Type of Evaluation: _____ Midterm Evaluation (*for full-time clinical only*)
(select one) _____ Final Evaluation

*** Evaluation completed in collaboration with Cooperating Teacher AND Field Supervisor.**

Directions: Reference the TPE elements provided. Each section receives an overall score based on the cumulative observations leading up to this evaluation. Mark an "X" in the appropriate column for the overall score of each TPE and provide narrative comments that support your score.

Rate candidate proficiency for each according to the following criteria
4 - Skillfully Demonstrated: Extensive indicators of candidate's ability to understand and apply elements consistent with the Teacher Performance Expectations (TPEs). Substantial evidence of highly consistent application of the TPEs was demonstrated in candidate's work. Required no additional support from cooperating teacher and/or supervisor. 3 - Demonstrated: Multiple indicators of candidate's ability to understand and apply elements consistent with the TPEs. Adequate evidence of consistent application of the TPEs demonstrated in candidate's work. Rarely required additional support from cooperating teacher and/or supervisor. 2 - Developing: Growing indicators of the candidate's ability to understand and apply elements consistent with the TPEs. Developing consistent application of the TPEs as demonstrated in candidate's work. Required routine additional support from cooperating teacher and/or supervisor. 1 - Beginning: Few to no indicators of candidate's ability to understand and apply elements consistent with the TPEs. Little evidence of application of the TPEs demonstrated in candidate's work. Cannot meet TPEs even with additional support from cooperating teacher/and or supervisor. Not enough evidence to make an assessment at this time. Not Observed: No opportunity to observe standards.

* TPE 1 – Engaging and Supporting all Students in Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
1.1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning					

1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.					
1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.					
1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability					
1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.					
Comments:					
* TPE 2 – Creating and Maintaining Effective Environments for Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.					
2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.					
2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.					
Comments:					
* TPE 3 – Understanding and Organizing Subject Matter for Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.					
3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum					

3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as application to the discipline.					
3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.					
3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.					
Comments:					
* TPE 4 – Planning Instruction and Designing Learning Experiences for All Students	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes					
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.					
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology • applying principles of UDL and MTSS • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners • appropriate modifications for students with disabilities in the general education classroom • opportunities for students to support each other in learning • use of community resources and services as applicable					
4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)					

4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.					
Comments:					
* TPE 5 – Assessing Student Learning	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work, based on assessment feedback.					
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction					
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction					
Comments:					
* TPE 6 – Developing as a Professional Educator. Beginning Teachers	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.					
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.					
Comments:					

* TPE 7 – Literacy. Beginning Teachers	4 - Skillfully Demonstrated	3 - Demonstrated	2 - Developing	1 - Beginning	Not Observed
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7.5. Develop students' skills in the following: • 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, including morphological awareness • text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) • instruction that is structured and organized as well as direct, systematic, and explicit • connected, decodable text					
7.8 Effective Expression • Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. • Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. • Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. • Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.					
7.10 • Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision-making. • Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. • Understand how to appropriately assess and interpret results for English learner students. • If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.					

Comments:

_____ **TOTAL SCORE**

Benchmark Scores:

Methods Final Evaluation –average rubric score of 2
Full-Time Final Evaluation –average rubric score of 3

Midterm Evaluation *(Please complete **only** for **Full-Time** clinical practice)*

Identify three (3) specific TPEs for further development by the Teacher Candidate during the remainder of the semester:

- 1.
- 2.
- 3.

Final Evaluation for Both Methods & Full-Time *(Please complete for **both** Full-Time & Methods clinical practices)*

Please write a summary of the Teacher Candidate’s development during this semester.