

Table 1 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Evaluator	Date Evaluated	Evaluation Type	Credential Type:	Term	Year:	Student Teacher's Name	Master Teacher's Name	School	School District:	Date of Evaluation Period: (Start Date)	Date of Evaluation Period (End Date)	Grade	Subject/Preparation	Lesson Type and Topic	Date Submitted to Taskstream:
						Response First Name	Response First Name								
Randi Leach	5/18/2018	Summative	Multiple Subject	Spring	2018	Student 1	Master Teacher 1	Panorama Elementary	Orange Unified School District	1/29/2018	5/18/2018	Kinder garden	All content areas	Language Arts, math, science, social studies	5/18/2018
Judy Williams	5/13/2018	Summative	Multiple Subject	Spring	2018	Student 2	Master Teacher 2	California Elementary	Orange Unified School District	3/31/2018	5/11/2018	4th	math/ELD/science/social studies	The lessons that were evaluated during this summative evaluation were lessons in science, ELD, math and social studies.	5/13/2018
Christina Lin	5/9/2018	Summative	Multiple Subject	Spring	2018	Student 3	Master Teacher 3	Fletcher Elementary School	Orange Unified School District	1/22/2018	5/18/2018	3rd grade	Mandarin	Review and Writing/Small Group	5/9/2018
Brenda Phillips	5/19/2018	Summative	Multiple Subject	Spring	2018	Student 4	Master Teacher 4	Courreges Elementary School	Fountain Valley School District	1/29/2018	5/18/2018	4th/5th Combination	Mathematics, English/Language Arts, Science and Social Science	Mathematics : Fractions, measurement, English/Language Arts: Writing , inference, character description, Science: Matter Social Science: Immigration to California	5/19/2018
Ruben Barron	5/10/2018	Summative	Multiple Subject	Spring	2018	Student 5	Master Teacher 5	King Elementary	Santa Ana Unified	1/22/2018	5/10/2018	Third Grade	Social Studies	Whole Class: Social Studies	5/10/2018

Caron Winston	5/17/2018	Summative	Multiple Subject	Spring	2018	Student 6	Master Teacher 6	James Guinn Elementary School	Anaheim Elementary School District	1/29/2018	5/18/2018	K	ELA, Math, Science, Social Studies, ELD	2/13/2018 - Phonics 3/1/2018 - Writing a Number Sentence with Addition 3/13/2018 - Phonemic Isolation, Letter-Sound Correspondences, Blending 3/22/2018 - Use of Language Sentences 4/13/2018 - Evaporation 4/26/2018 - Comparing Weight 5/11/2018 - Compare and Contrast 5/24/2018 - Math	5/18/2018
Andrew Huben	5/17/2018	Summative	Multiple Subject	Spring	2018	Student 7	Master Teacher 7	Newport Coast Elementary	NMUSD	1/29/2018	5/18/2018	Grade 1	Multiple Subject	Several lessons in Reading, Writing, Science and Math.	5/17/2018
Caron Winston	5/17/2018	Summative	Multiple Subject	Spring	2018	Student 8	Master Teacher 8	Wagner Elementary School	Placentia-Yorba Linda Unified School District	1/29/2018	5/18/2018	1	ELA, Math, Science, Social Studies	2/13/2018 - Observation and review of master teacher's lesson 3/1/2018 -	5/18/2018

													Math, Organize Categorical Data		
													3/19/2018 - Math, Fewer Than/More Than, Making Equations and Social Studies, Life Long Ago		
													3/29/2018 - Math, Reading a Clock Review and Social Studies, Transportati on from the Past & Present		
													4/17/2018 - Leveled Reading Groups		
													4/26/2018 - Math, Order by Length		
													5/7/2018 - Math, Exploring 2- Digit Addition		
													5/22/2018 - Math		
Melinda Hodges	5/17/2018	Summative	Multiple Subject	Spring	2018	Student 9	Master Teacher 9	University Park Elementary School	Irvine Unified	1/24/2018	5/17/2018	4	Social Studies	The students worked as a whole group doing a Nearpod lesson looking into the	5/18/2018

														challenges that immigrants faced during the Gold Rush.	
Gloria Garcia-Garza	5/14/2018	Summative	Multiple Subject	Spring	2018	Student 10	Master Teacher 10	Orchard Hills Elementary	Tustin Unified School District	3/26/2018	5/18/2018	Fifth	NA	NA	5/14/2018
Ruben Barron	5/15/2018	Summative	Multiple Subject	Spring	2017-18	Student 11	Master Teacher 11	King Elementary	Santa Ana Unified	1/22/2018	5/15/2018	Fourth Grade	Reading	Whole Class Instruction. Reading Lesson on, "Breaking Into Print".	5/15/2018
Gloria Garcia-Garza	5/9/2018	Summative	Multiple Subject	Spring	2018	Student 12	Master Teacher 12	Walt Disney Elementary	Magnolia School District	1/29/2018	5/18/2018	Third	NA	NA	5/9/2018
Gloria Garcia-Garza	5/9/2018	Summative	Multiple Subject	Spring	2018	Student 13	Master Teacher 13	Adelaide Price Elementary	Anaheim Elementary School District	3/26/2018	5/18/2018	Sixth	NA	NA	5/9/2018
Christina Lin	5/10/2018	Summative	Multiple Subject	Spring	2018	Student 14	Master Teacher 14	Fletcher Elementary School	Orange Unified School District	1/22/2018	5/18/2018	2nd Grade	Mandarin	Small Group Review Lesson	5/10/2018
Gloria Garcia-Garza	5/9/2018	Summative	Multiple Subject	Spring	2018	Student 15	Master Teacher 15	Loara Elementary	Anaheim Elementary School District	3/26/2018	5/18/2018	4/5 Combo	NA	NA	5/9/2018
Linda Parr	5/15/2018	Summative	Multiple Subject	Spring	2018	Student 16	Master Teacher 16	College Park Elementary	Irvine Unified School District	2/9/2018	5/15/2018	Gr. 6	Multiple Subjects	Stephanie has demonstrated the ability to create a learning environment that promotes student learning. She established classroom procedures which were structured and clearly	5/15/2018

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Statistics	TPE 1. Engaging and Supporting All Students in Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectation, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	Average Score
	4	3	4	3	4	4	4	3	3.63
	3	3	4	4	3	3	3	3	3.25
	3	3	4	4	4	4	3	3	3.50
	3	3	3	3	3	3	3	3	3.00
	3	N/A	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	4	3	4	4	4	3	3	4	3.63
	3	3	3	3	3	3	3	3	3.00
	3	N/A	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
N:	16	14	16	16	16	16	16	16	16
Mean:	3.31	3.21	3.44	3.38	3.38	3.31	3.25	3.25	3.31
Median:	3	3	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.464	0.410	0.496	0.484	0.484	0.464	0.433	0.433	0.398

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Statistics	TPE 2. Creating and Maintaining Effective Environments for Student Learning						
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectation, 3 - Meets Expectation, 4 - Exceeds Expectations, N/A - No Opportunity to Observe						
	2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions	2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe	2.4 Know how to access resources to support students, including those who have experienced trauma	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	Average Score
	4	4	4	3	4	4	3.83
	3	3	3	3	3	3	3.00
	4	3	3	3	4	4	3.50
	3	3	3	3	3	3	3.00
	3	3	3	N/A	3	3	3.00
	4	4	4	3	4	4	3.83
	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3.00
	4	3	4	3	3	4	3.50
	3	3	3	3	3	3	3.00
	3	3	3	N/A	3	3	3.00
	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3.00
	3	4	4	3	3	3	3.33
	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4.00
N:	16	16	16	14	16	16	16
Mean:	3.38	3.31	3.38	3.14	3.31	3.38	3.31
Median:	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1
SD:	0.484	0.464	0.484	0.350	0.464	0.484	0.390

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Statistics	TPE 3. Understanding and Organizing Subject Matter for Student Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	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	3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	3.7 Model and develop digital literacy by using technology to engage students and support their learning	3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	Average Score
	3	4	4	3	4	4	3	3	3.50
	4	3	3	4	3	3	3	3	3.25
	4	4	4	4	4	3	3	3	3.63
	3	3	3	3	3	3	3	3	3.00
	3	3	3	N/A	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	4	4	3	4	4	4	4	3	3.75
	3	3	3	3	3	3	3	3	3.00
	3	3	3	N/A	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	4	3	4	3	3	3	3	3.38
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
N:	16	16	16	14	16	16	16	16	16
Mean:	3.44	3.44	3.31	3.50	3.38	3.31	3.25	3.19	3.34
Median:	3	3	3	3.5	3	3	3	3	3.125
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.496	0.496	0.464	0.500	0.484	0.464	0.433	0.390	0.397

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Statistics	TPE 4. Planning Instruction & Designing Learning Experiences for All Students								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	4.8. Use digital tools and learning technologies across learning environments	Average Score
	3	3	4	4	3	3	4	3	3.38
	3	3	3	3	3	3	3	3	3.00
	4	3	4	3	3	3	3	3	3.25
	3	3	3	3	4	3	3	3	3.13
	3	3	3	3	3	N/A	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	3	3	4	4	3	4	4	4	3.63
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	N/A	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	3	3	4	3	3	3	3	3.25
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
N:	16	16	16	16	16	14	16	16	16
Mean:	3.31	3.19	3.38	3.38	3.25	3.29	3.31	3.25	3.29
Median:	3	3	3	3	3	3	3	3	3.0625
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.464	0.390	0.484	0.484	0.433	0.452	0.464	0.433	0.382

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Statistics	TPE 5. Student Learning Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	5.3. Involve all students in self-assessment and reflection on their learning goals and progress	5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	Average Score
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	N/A	N/A	N/A	4	N/A	3.25
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	4	4	3	3	3	3	4	3	3.38
	3	3	3	3	3	3	3	3	3.00
	3	3	3	N/A	N/A	N/A	4	N/A	3.25
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
N:	16	16	16	14	14	14	16	14	16
Mean:	3.19	3.19	3.13	3.14	3.14	3.14	3.31	3.14	3.18
Median:	3	3	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.390	0.390	0.331	0.350	0.350	0.350	0.464	0.350	0.331

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Statistics	TPE 6. Developing as a Professional Educator Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								Overall Evaluation of Candidate Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations
	6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	6.3. Establish professional learning goals and make progress to improve their practice	6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	6.7. Critically analyze how the context, structure, and history of public education in California affects and influences	Average Score	Overall Rating
	4	3	4	3	4	3	3	3.43	4
	4	4	4	3	3	4	3	3.57	3
	4	4	4	4	4	3	3	3.71	4
	3	3	3	3	3	3	N/A	3.00	3
	3	3	3	N/A	3	N/A	N/A	3.00	3
	4	4	4	4	4	4	4	4.00	4
	4	4	4	4	4	4	4	4.00	4
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	4	4	4.00	4
	3	3	3	3	3	3	3	3.00	3
	3	3	3	N/A	3	N/A	N/A	3.00	3
	3	3	3	3	3	3	3	3.00	3
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	3	3	3.71	3
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	4	4	4.00	4
N:	16	16	16	14	16	14	13	16	16
Mean:	3.50	3.44	3.50	3.43	3.44	3.36	3.31	3.40	3.38
Median:	3.5	3	3.5	3	3	3	3	3.214285714	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.500	0.496	0.500	0.495	0.496	0.479	0.462	0.429	0.484

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Evaluator	Date Evaluated	Evaluation Type	Credential Type:	Term	Year:	Student Teacher Name	Master Teacher's Name	School	School District :	Date of Evaluation Period: (Start Date)	Date of Evaluation Period (End Date)	Grade	Subject/Preparation	Lesson Type and Topic	Date Submitted to Taskstream:
Judy Williams	1/8/2018	Summative	Multiple Subject	Fall	2017	Student 1	Master Teacher 1	Hicks Canyon Elementary	Tustin	12/12/2017	12/12/2017	4	Social Studies	<p>Drew started out the lesson with sound effects and pictures to set the mood for the trip the "explorers" (students) would be experiencing and the activity they would be completing.</p> <p>Drew had pictures to go along with the text reading as the class read the material together. Students would then write a letter to the king or the queen about their journey using information in the text.</p>	1/8/2018
Judy Williams	1/8/2018	Summative	Multiple Subject	Fall	2017	Student 2	Master Teacher 2	McPhears Elementary	Orange	12/7/2017	12/7/2017	first	Language Arts/reading	The students were working on different aspects of reading. They were focusing on the long vowel, silent e concept,	1/8/2018

													with the vocabulary words for the unit they are currently doing. Brooke used a variety of teaching strategies to help the students review old concepts and to reinforce the new reading concepts.		
Caron Winston	12/20/2017	Summative	Multiple Subject	Fall	2017	Student 3	Master Teacher 3	Ruby Drive Elementary School	Placentia-Yorba Linda Unified School District	8/29/2017	12/22/2017	6	ELA/ELD	<p>Direct Instruction and Collaboration</p> <p>RL 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text</p> <p>ELD B.6 - Reading closely literary texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly</p> <p>Collaborative A.1 - Exchanging information and ideas with others through oral collaborative discussions</p>	12/20/2017

													on a range of academic topics		
Caron Winston	12/20/2017	Summative	Multiple Subject	Fall	2017	Student 4	Master Teacher 4	Wagner Elementary School	Placentia-Yorba Linda Unified School District	8/29/2017	12/22/2017	1	Math & ELA	<p>Direct Instruction</p> <p>Math MD.C.4 - Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</p> <p>ELA Literacy 1.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>ELA Literacy 1.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation,</p>	12/20/2017

														and spelling when writing	
Melinda Hodges	12/28/2017	Summative	Multiple Subject	Fall	2017	Student 5	Master Teacher 5	Ladera Ranch Elementary	Capistrano Unified School District	8/28/2017	12/21/2017	2	Math	Julia did a Math Talk with her second graders as a whole group, then broke them off into 3 groups. One group stayed with her for a leveled instructional lesson in a small group. One group worked with the master teacher in a different leveled instructional lesson. The third group worked independently at their desks. Every 20 minutes the groups shifted.	12/27/2017
Randi Leach	12/16/2017	Summative	Multiple Subject	Fall	2017	Student 6	Master Teacher 6	Newport Elementary	Newport Mesa Unified School District	8/28/2017	12/15/2017	2nd	Social Studies	Winter holidays around the world	12/16/2017
Randi Leach	12/16/2017	Summative	Multiple Subject	Fall	2017	Student 7	Master Teacher 7	University Park Elementary	Irvine Unified	8/24/2017	12/22/2017	4th	ELA	Comparing and contrasting poetry and prose	12/16/2017
Gloria Garcia-Garza	12/9/2017	Summative	Multiple Subject	Fall	2017	Student 8	Master Teacher 8	Laurel Elementary Magnet School	Brea Olinda Unified School District	10/23/2017	12/15/2017	Kindergarten	English Language Arts	Literacy - Use descriptive words to describe a character.	12/9/2017

Randi Leach	12/16/2017	Summative	Multiple Subject	Fall	2017	Student 9	Master Teacher 9	Woodland Elementary	Newport Mesa Unified School District	9/5/2017	12/22/2017	Kindergarten	ELA	Sound of "O"	12/16/2017
Caron Winston	12/5/2017	Summative	Multiple Subject	Fall	2017	Student 10	Master Teacher 10	Laurel Magnet Elementary School	Brea Olinda School District	8/29/2017	12/21/2017	6	Math	Students will be taking a major assessment tomorrow focusing upon converting fractions to decimals, decimals back to fractions, and percentages to fractions and decimals. To day's lesson was a review lesson for the assessment. See observation guide.	12/5/2017
Gloria Garcia-Garza	12/7/2017	Summative	Multiple Subject	Fall	2017	Student 11	Master Teacher 11	Concordia Elementary	San Juan Capistrano SD	10/23/2017	12/8/2017	Kindergarten	English Language Arts	Reading and writing - Categorize items using five senses words.	12/7/2017

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	1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	Average Score
	4	3	4	4	4	4	4	4	3.88
	4	3	4	4	4	4	4	4	3.88
	3	3	3	3	3	4	3	4	3.25
	3	3	3	3	3	3	3	3	3.00
	4	3	4	4	3	3	3	4	3.50
	3	4	4	3	3	3	3	3	3.25
	4	3	4	4	4	4	3	3	3.63
	4	3	3	3	3	3	3	3	3.13
	3	3	4	3	3	3	4	3	3.25
	4	3	4	3	4	3	N/A	3	3.43
	4	3	4	4	4	4	3	4	3.75
N:	11	11	11	11	11	11	10	11	11
Mean:	3.64	3.09	3.73	3.45	3.45	3.45	3.30	3.45	3.45
Median:	4	3	4	3	3	3	3	3	3.43
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	3.875
Range:	1	1	1	1	1	1	1	1	0.875
SD:	0.481	0.287	0.445	0.498	0.498	0.498	0.458	0.498	0.288

Table 3 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 2. Creating and Maintaining Effective Environments for Student Learning Response Legend: 1 - Far Below Expectations,2 - Below Expectation,3 - Meets Expectation,4 - Exceeds Expectations,N/A - No Opportunity to Observe					
	2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions	2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe	2.4 Know how to access resources to support students, including those who have experienced trauma	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
	4	4	4	4	4	4
	4	4	4	4	4	4
	3	3	3	3	3	3
	3	3	3	3	3	3
	3	4	4	3	4	3
	3	3	3	3	3	4
	4	4	4	3	4	4
	3	3	3	3	3	3
	3	3	3	3	3	3
	3	3	3	N/A	3	3
	4	4	4	4	4	3
N:	11	11	11	10	11	11
Mean:	3.36	3.45	3.45	3.30	3.45	3.36
Median:	3	3	3	3	3	3
Min:	3	3	3	3	3	3
Max:	4	4	4	4	4	4
Range:	1	1	1	1	1	1
SD:	0.481	0.498	0.498	0.458	0.498	0.481

Table 4 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 3. Understanding and Organizing Subject Matter for Student Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	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	3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	3.7 Model and develop digital literacy by using technology to engage students and support their learning	3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	Average Score
	4	4	4	4	4	4	4	4	4.00
	4	4	4	4	4	4	4	4	4.00
	3	3	4	3	3	3	3	N/A	3.14
	3	3	3	3	3	3	3	N/A	3.00
	3	3	4	4	3	3	3	3	3.25
	3	3	3	3	3	4	4	3	3.25
	3	4	4	3	4	4	4	3	3.63
	4	4	4	3	4	3	3	3	3.50
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	4	4	4	3.38
	4	4	4	4	4	4	3	4	3.88
N:	11	11	11	11	11	11	11	9	11
Mean:	3.36	3.45	3.64	3.36	3.45	3.55	3.45	3.44	3.46
Median:	3	3	4	3	3	4	3	3	3.375
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.481	0.498	0.481	0.481	0.498	0.498	0.498	0.497	0.357

Table 5 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 4. Planning Instruction & Designing Learning Experiences for All Students Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe								
	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	4.8. Use digital tools and learning technologies across learning environments	Average Score
	4	4	4	4	4	4	4	4	4.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	N/A	3.00
	3	3	4	4	3	4	4	3	3.50
	3	3	3	3	3	3	3	3	3.00
	3	3	4	4	4	3	4	4	3.63
	4	3	4	3	4	3	3	3	3.38
	3	3	3	3	3	3	3	3	3.00
	3	N/A	3	3	3	3	3	4	3.14
	4	4	4	4	4	4	4	3	3.88
N:	11	10	11	11	11	11	11	10	11
Mean:	3.36	3.30	3.55	3.45	3.45	3.36	3.45	3.40	3.41
Median:	3	3	4	3	3	3	3	3	3.375
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.481	0.458	0.498	0.498	0.498	0.481	0.498	0.490	0.394

Table 6 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 5. Student Learning Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	5.3. Involve all students in self-assessment and reflection on their learning goals and progress	5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	Average Score
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	4	3	3	3	3	3	4	3.25
	3	3	3	3	3	3	3	3	3.00
	3	4	4	3	3	3	3	3	3.25
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	N/A	N/A	N/A	3.00
	4	4	3	3	4	3	3	3	3.38
N:	11	11	11	11	11	10	10	10	11
Mean:	3.18	3.36	3.18	3.09	3.18	3.10	3.10	3.20	3.17
Median:	3	3	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.386	0.481	0.386	0.287	0.386	0.300	0.300	0.400	0.293

Table 7 of 7: MAT Multiple Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 6. Developing as a Professional Educator Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe							Overall Evaluation of Candidate Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations	
	6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	6.3. Establish professional learning goals and make progress to improve their practice	6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	6.7. Critically analyze how the context, structure, and history of public education in California affects and influences	Average Score	Overall Rating
	4	4	4	4	4	4	4	4.00	4
	4	4	4	4	4	4	4	4.00	4
	3	3	3	3	3	3	N/A	3.00	3
	3	3	3	3	3	3	N/A	3.00	3
	4	4	4	3	4	3	3	3.57	4
	3	3	4	3	4	3	3	3.29	3
	4	3	4	3	4	3	3	3.43	4
	4	4	4	4	4	3	3	3.71	3
	4	3	4	3	4	3	3	3.43	3
	3	3	3	3	3	N/A	N/A	3.00	4
	4	4	4	4	4	4	3	3.86	4
N:	11	11	11	11	11	10	8	11	11
Mean:	3.64	3.45	3.73	3.36	3.73	3.30	3.25	3.48	3.55
Median:	4	3	4	3	4	3	3	3.428571429	4
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.481	0.498	0.445	0.481	0.445	0.458	0.433	0.367	0.498

Table 1 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Evaluat tor	DateEvalu ated	Evaluat ion Type	Creden tial Type:	Ter m	Yea r:	Studen t Teache r's Name	Master Teache r's Name	School	School District :	Date of Evaluat ion Period: (Start Date)	Date of Evaluat ion Period (End Date)	Grade	Subject/Prepa ration	Lesson Type and Topic	Date Submitte d to Taskstre am:
						Respo nse First Name	Respo nse First Name								
Ruben Barron	5/9/2018	Summat ive	Single Subject	Spri ng	201 8	Studen t 1	Master Teache r 1	McFadd en Intermed iate School	Santa Ana Unified	1/22/20 18	5/9/201 8	Middle School	World History	Whole Class	5/9/2018
Barbar a Newso m	5/16/2018	Summat ive	Single Subject	Spri ng	201 8	Studen t 2	Master Teache r 2	Garden Grove High School	Garden Grove Unified	1/1/201 8	6/15/20 18	11-Sep	Algebra/Geom etry	Review of Types of Functions	5/16/201 8
Caron Winsto n	5/17/2018	Summat ive	Single Subject	Spri ng	201 8	Studen t 3	Master Teache r 3	Travis Ranch Middle School	Placenti a-Yorba Linda Unified School District	1/22/20 18	5/18/20 18	7-Jun	General Science	2/13/2018 - Weather 3/2/2018 - Oceanic and Atmospheric Circulation 3/15/2018 - Human Body Systems 3/27/2018 - Human Body systems 4/12/2018 - Microorganisms 4/24/2018 - Microscopes and Levels of Organization 5/8/2018 - Helath: Cells Working Together 5/9/2018 - Antibiotics and Antibiotic Resistance 5/14/2018 - Causes of Death Comparisons	5/18/201 8

Allan Waterman	5/17/2018	Summative	Single Subject	Spring	2017	Student 4	Master Teacher 4	El Toro HS	Saddleback Unified	1/29/2018	5/18/2018	12-Sep	Biology	Angie taught a variety of subjects within her Biology classroom.	5/17/2018
Vickie Sheehan	5/28/2018	Summative	Single Subject	Spring	2018	Student 5	Master Teacher 5	Westminster High School	Huntington Beach	2/1/2018	5/21/2018	Secondary	Government/U.S. History	The lessons evaluated during this summative evaluation were lessons in U.S. History and Government.	5/24/2018
Andrew Huben	5/17/2018	Summative	Single Subject	Spring	2018	Student 6	Master Teacher 6	Aliso Viejo Middle School	CAPOU SD	1/29/2018	5/18/2018	Middle School	Social Studies	A variety of lessons to sixth grade and seventh grade social studies classes.	5/17/2018
Barbara Newsum	5/16/2018	Summative	Single Subject	Spring	2018	Student 7	Master Teacher 7	Orange High School	Orange Unified	1/1/2018	6/15/2018	10-Sep	Physics	Lab on Electromagnetism	5/16/2018
Andrew Huben	5/17/2018	Summative	Single Subject	Spring	2018	Student 8	Master Teacher 8	Tewinkle Middle School	NMUSD	1/29/2018	5/18/2018	Middle School	Band and Choir	A variety of lessons with the Orchestra, Beginning Band and Choir classes.	5/17/2018
Nancy Hunyadi	5/16/2018	Summative	Single Subject	Spring	2018	Student 9	Master Teacher 9	Tustin High School	Tustin Unified School District	1/29/2018	5/16/2018	11th Grade	US History (Sheltered)	The 1960's LBJ and the Great Society	5/14/2018
Nancy Hunyadi	5/12/2018	Summative	Single Subject	Spring	2018	Student 10	Master Teacher 10	Tustin High School	Tustin Unified School District	1/29/2018	5/12/2018	10th Grade	English (College Prep)	The Merchant of Venice Project - The students were to complete a short one day project on the Merchant of Venice using various resources (computers, websites, the play, text) etc. The purpose of the activity was to gain a thorough understanding of either one of the characters or one of the concepts in the play that includes: the title (Merchant of Venice) and Author (William Shakespeare); three quotes about the character or concept that are properly cited; at least 2 visual images symbolic of	5/12/2018

														the concept or character; a paragraph that explains the driving force of the character (motivation) or explains the thematic implications of the concept.	
Nancy Hunyadi	5/12/2018	Summative	Single Subject	Spring	2018	Student 11	Master Teacher 11	Tustin High School	Tustin Unified School District	1/29/2018	5/12/2018	12th Grade	American Government	<p>Factions & Special Interest Groups</p> <p>Objective - Students will select the key components of propaganda and scrutinize their selected interest groups for the tactic.</p> <p>Materials used included: student laptops & Class Haiku webpage, PowerPoint: key terms, PowerPoint: Guiding questions</p> <p>Strategies include: Hook: Bridge to student projects on special interest groups.</p> <p>Introduction: Bridge to prior classes/lessons on Factions</p> <p>Lesson: Definitions, group discussion, then group work.</p> <p>Assessments: Formative...review parts of readings and extractions asking question regarding collective understanding. Circle room during project work time, students</p>	5/12/2018

													will complete a large project, detailing tactics of special interest group, Summative Assessment: Unit 3 Exam, week of May 7th.		
Allan Waterman	5/17/2018	Summative	Single Subject	Spring	2018	Student 12	Master Teacher 12	Currie Middle School	Tustin Unified School District	1/29/2018	5/18/2018	8	Mathematics	Kalin taught a variety of math subjects to his Algebra 1 and 8th Grade Math students.	5/17/2018
Sharry Jansen	5/17/2018	Summative	Single Subject	Spring	2018	Student 13	Master Teacher 13	Newport Harbor High School, Costa Mesa, CA	Newport / Mesa School District	1/29/2018	5/18/2018	12	Economics	Over the course of the evaluation period, I have observed the ST in two classes: American Government and Economics, both grade 12. During that time he has assumed responsibility for all aspects of planning, teaching, classroom management, evaluation, and collegial and parent interaction. He has always been prepared with a lesson plan that included the CA standard/s to be applied and TPE/s to be addressed. His lessons have included teacher-based lecture, student-based interactive group and partner work, research and inquiry, use of technology and web-based educational activities, regular opening routines and journaling, practice and review, periodic formal evaluation and	5/16/2018

ongoing informal assessment. He has also developed and nurtured positive relationships with his students that have lead to an active and engaged classroom atmosphere.

He designs his lessons mostly in short units; units generally contain opportunities to research and learn information about the topic, some application activities for practice with the new information and connect the subject to real-world concepts, some partner or group work and sometimes presentations, often an informal or practice assessment and then a final assessment.

I have observed American Government units about the U.S. Constitution, Bill of Rights, Congress, political representation, and the presidential election. I have observed Economics units about supply and demand, monopolies and market structures, and the stock market exchange.

Table 2 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 1. Engaging and Supporting All Students in Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectation, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	Average Score
	3	N/A	3	3	3	4	3	3	3.14
	3	3	3	3	3	3	N/A	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	4	4	4	4	3	4	3.63
	4	3	4	3	4	3	3	3	3.38
	4	4	4	4	4	3	4	3	3.75
	3	3	4	3	3	3	3	3	3.13
	4	4	4	4	4	4	4	4	4.00
	4	4	4	3	3	4	N/A	4	3.71
	3	3	4	4	3	3	4	4	3.50
	3	3	3	3	3	3	N/A	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	3	3	3	3	3	3	3	3.13
N:	13	12	13	13	13	13	10	13	13
Mean:	3.38	3.25	3.54	3.31	3.31	3.31	3.30	3.31	3.34
Median:	3	3	4	3	3	3	3	3	3.14
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.487	0.433	0.499	0.462	0.462	0.462	0.458	0.462	0.333

Table 3 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 2. Creating and Maintaining Effective Environments for Student Learning Response Legend: 1 - Far Below Expectations, 2 - Below Expectation, 3 - Meets Expectation, 4 - Exceeds Expectations, N/A - No Opportunity to Observe						
	2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions	2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe	2.4 Know how to access resources to support students, including those who have experienced trauma	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	Average Score
	3	3	3	N/A	3	4	3.20
	3	3	3	N/A	3	3	3.00
	3	3	3	3	3	2	2.83
	3	4	4	4	4	4	3.83
	3	4	3	3	3	3	3.17
	4	4	3	3	3	3	3.33
	3	3	3	3	3	3	3.00
	4	4	3	3	4	3	3.50
	3	3	4	4	4	4	3.67
	3	3	3	3	3	4	3.17
	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3.00
N:	13	13	13	11	13	13	13
Mean:	3.15	3.31	3.15	3.18	3.23	3.23	3.21
Median:	3	3	3	3	3	3	3.17
Min:	3	3	3	3	3	2	2.83
Max:	4	4	4	4	4	4	3.83
Range:	1	1	1	1	1	2	1
SD:	0.361	0.462	0.361	0.386	0.421	0.576	0.286

Table 4 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 3. Understanding and Organizing Subject Matter for Student Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	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	3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	3.7 Model and develop digital literacy by using technology to engage students and support their learning	3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	Average Score
	3	3	3	N/A	3	3	3	3	3.00
	4	3	3	3	3	3	3	3	3.13
	3	3	3	3	3	3	3	3	3.00
	3	4	4	4	3	3	3	3	3.38
	3	4	3	4	3	3	4	3	3.38
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	4	4	4	3	4	4	3	N/A	3.71
	4	4	4	3	3	4	3	N/A	3.57
	4	3	3	3	3	4	3	N/A	3.29
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
N:	13	13	13	12	13	13	13	10	13
Mean:	3.46	3.46	3.38	3.33	3.23	3.38	3.23	3.20	3.34
Median:	3	3	3	3	3	3	3	3	3.29
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.499	0.499	0.487	0.471	0.421	0.487	0.421	0.400	0.361

Table 5 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 4. Planning Instruction & Designing Learning Experiences for All Students								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	4.8. Use digital tools and learning technologies across learning environments	Average Score
	3	3	3	3	3	N/A	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
	4	3	3	4	3	4	4	3	3.50
	3	3	3	4	4	4	4	4	3.63
	4	4	3	3	4	4	4	4	3.75
	N/A	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	4	N/A	4	4	3	4	3	3	3.57
	3	N/A	3	4	3	3	3	4	3.29
	3	N/A	3	4	3	3	3	4	3.29
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
N:	12	10	13	13	13	12	13	13	13
Mean:	3.33	3.20	3.15	3.46	3.23	3.42	3.31	3.38	3.31
Median:	3	3	3	3	3	3	3	3	3.29
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.471	0.400	0.361	0.499	0.421	0.493	0.462	0.487	0.334

Table 6 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 5. Student Learning								
	Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe								
	5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	5.3. Involve all students in self-assessment and reflection on their learning goals and progress	5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	Average Score
	3	3	3	N/A	N/A	N/A	4	N/A	3.25
	3	3	3	3	3	3	3	N/A	3.00
	3	3	3	3	3	3	3	3	3.00
	3	4	3	3	4	3	3	3	3.25
	3	3	3	3	3	3	3	3	3.00
	4	4	3	3	3	3	3	3	3.25
	3	3	3	3	3	3	3	3	3.00
	4	3	4	3	4	3	3	3	3.38
	3	3	3	3	3	3	4	4	3.25
	4	3	3	3	3	N/A	N/A	N/A	3.20
	3	3	3	3	3	N/A	N/A	N/A	3.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	3	3	3	3	3	3.00
N:	13	13	13	12	12	10	11	9	13
Mean:	3.23	3.15	3.08	3.00	3.17	3.00	3.18	3.11	3.12
Median:	3	3	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	3	4	3	4	4	3.375
Range:	1	1	1	0	1	0	1	1	0.375
SD:	0.421	0.361	0.266	0.000	0.373	0.000	0.386	0.314	0.136

Table 7 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Spring 2018

Statistics	TPE 6. Developing as a Professional Educator Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations, N/A - No Opportunity to Observe							Overall Evaluation of Candidate Response Legend: 1 - Far Below Expectations, 2 - Below Expectations, 3 - Meets Expectations, 4 - Exceeds Expectations	
	6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	6.3. Establish professional learning goals and make progress to improve their practice	6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	6.7. Critically analyze how the context, structure, and history of public education in California affects and influences	Average Score	Overall Rating
	3	3	3	N/A	3	N/A	N/A	3.00	3
	3	N/A	3	3	3	3	3	3.00	3
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	4	4	4.00	4
	4	3	3	4	4	3	3	3.43	4
	4	4	4	4	4	4	4	4.00	4
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	4	4	4.00	4
	4	3	4	4	4	3	N/A	3.67	4
	4	3	4	4	4	3	N/A	3.67	4
	4	3	3	3	4	3	N/A	3.33	3
	3	3	3	3	3	3	3	3.00	3
	3	3	3	3	3	3	3	3.00	3
N:	13	12	13	12	13	12	9	13	13
Mean:	3.54	3.25	3.38	3.50	3.54	3.25	3.33	3.39	3.46
Median:	4	3	3	3.5	4	3	3	3.33	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.499	0.433	0.487	0.500	0.499	0.433	0.471	0.410	0.499

Table 1 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Evaluator	Date Evaluated	Evaluation Type	Credential Type:	Term	Year:	Student Teacher's Name	Master Teacher's Name	School	School District:	Date of Evaluation on Period: (Start Date)	Date of Evaluation on Period (End Date)	Grade	Subject/Preparation	Lesson Type and Topic	Date Submitted to Taskstream:
						Response First Name	Response First Name								
Barbara Newsom	12/21/2017	Summative	Single Subject	Fall	2017	Student 1	Master Teacher 1	Ladera Ranch Middle School	Capistrano Valley Unified	9/1/2017	12/31/2017	8-Jun	Math	Proportional Relationships. This is based on observation #7 as there wasn't an 8th observation.	12/21/2017
Stuart Goldberg	12/6/2017	Summative	Single Subject	Fall	2017	Student 2	Master Teacher 2	Lakeside HS	Lake Elsinore	9/1/2017	12/17/2017	9	Anatomy	Assessment--24 Work Stations where students moved at 30 second intervals to identify bones	12/6/2017
Barbara Newsom	12/20/2017	Summative	Single Subject	Fall	2017	Student 3	Master Teacher 3	Aliso Viejo Middle School	Capistrano Unified	9/1/2017	12/31/2017	7th	Math	Calculating percents using different methods.	12/20/2017
Allan Waterman	12/12/2017	Summative	Single Subject	Fall	2017	Student 4	Master Teacher 4	University High School	Irvine Unified	8/28/2017	12/15/2017	11-Sep	English	Use of Dramatic elements in Romeo and Juliet	12/13/2017
Allan Waterman	12/6/2017	Summative	Single Subject	Fall	2017	Student 5	Master Teacher 5	Brea Olinda HS	Brea Unified	9/25/2017	12/15/2017	12-Jul	Choral Music	Rehearsal/Tryouts	12/6/2017

Table 4 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 3. Understanding and Organizing Subject Matter for Student Learning Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe								
	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	3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	3.7 Model and develop digital literacy by using technology to engage students and support their learning	3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	Average Score
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	4	3	4	4	3	3	3	3	3.38
	4	4	4	4	4	3	3	3	3.63
N:	5	5	5	5	5	5	5	5	5
Mean:	3.6	3.4	3.6	3.6	3.4	3.2	3.2	3.2	3.4
Median:	4	3	4	4	3	3	3	3	3.375
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.490	0.490	0.490	0.490	0.490	0.400	0.400	0.400	0.382

Table 5 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 4. Planning Instruction & Designing Learning Experiences for All Students Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe								
	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	4.8. Use digital tools and learning technologies across learning environments	Academic Score
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	3	3	3	4	3	3	3	3	3.13
	4	4	4	4	4	4	4	3	3.88
N:	5	5	5	5	5	5	5	5	5
Mean:	3.4	3.4	3.4	3.6	3.4	3.4	3.4	3.2	3.4
Median:	3	3	3	4	3	3	3	3	3.125
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.490	0.490	0.490	0.490	0.490	0.490	0.490	0.400	0.443

Table 6 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 5. Student Learning Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe								
	5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	5.3. Involve all students in self-assessment and reflection on their learning goals and progress	5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	Average Score
	3	3	3	3	3	3	3	3	3.00
	4	4	4	4	4	4	4	4	4.00
	3	3	3	3	3	3	3	3	3.00
	3	3	N/A	N/A	3	N/A	N/A	N/A	3.00
	4	4	3	N/A	4	N/A	N/A	N/A	3.75
N:	5	5	4	3	5	3	3	3	5
Mean:	3.4	3.4	3.25	3.33	3.4	3.33	3.33	3.33	3.35
Median:	3	3	3	3	3	3	3	3	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.490	0.490	0.433	0.471	0.490	0.471	0.471	0.471	0.436

Table 7 of 7: MAT Single Subject University Supervisor Summative Evaluation of Student Teacher – Fall 2017

Statistics	TPE 6. Developing as a Professional Educator Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations,N/A - No Opportunity to Observe								Overall Evaluation of Candidate Response Legend: 1 - Far Below Expectations,2 - Below Expectations,3 - Meets Expectations,4 - Exceeds Expectations
	6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	6.3. Establish professional learning goals and make progress to improve their practice	6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	6.7. Critically analyze how the context, structure, and history of public education in California affects and influences	Average Score	Overall Rating
	3	3	3	3	3	3	3	3.00	3
	4	4	4	4	4	4	4	4.00	4
	3	3	3	3	4	4	3	3.29	3
	4	4	4	4	4	4	4	4.00	3
	4	4	4	4	4	4	4	4.00	4
N:	5	5	5	5	5	5	5	5	5
Mean:	3.6	3.6	3.6	3.6	3.8	3.8	3.6	3.66	3.4
Median:	4	4	4	4	4	4	4	4	3
Min:	3	3	3	3	3	3	3	3	3
Max:	4	4	4	4	4	4	4	4	4
Range:	1	1	1	1	1	1	1	1	1
SD:	0.490	0.490	0.490	0.490	0.400	0.400	0.490	0.430	0.490