Attallah College of Educational Studies

Default Question Block

The Student Teaching Observation and Evaluation Report is based on the California Teaching Performance Expectations (TPE) organized into 6 major domains. Please use the provided evaluation form to assess the teacher candidate's strengths, abilities, and areas for growth under each of the TPEs. Your evaluation is very important and will help determine if the candidate is ready to teach in a California school under the current regulations outlined by AB 1059, SB2042, and 5857.

Master teachers are required to conduct a **minimum of 2** substantive evaluation reports of student teachers, including a formative report (at the mid-point of student teaching) and a summative report (at the end of student teaching). For the evaluations, please use the attached "Student Teaching Observation and Evaluation Report" form.

Detailed "Comments on Evaluation" and "Recommendations" also are required, as they provide specific feedback to student teachers and evidence of support and guidance provided by supervisors to teacher candidates (as required by program accreditation standards).

Phases of performance competency are explained below:

4 = Exceeds Expectations – Candidate exhibits strong command of the teacher performance expectation with an exceptional level of performance.
3 = Meets Expectations – Candidate meets the teacher performance expectation as a novice teacher with an average level of performance.
2 = Below Expectations – Candidate barely meets the teacher performance expectation and needs improvement.
1 = Far Below Expectations – Candidate does not meet the teacher performance expectation and exhibits poor ability in this area.

No Opportunity to Observe – If you were not able to observe the candidate performing this expectation, please select "No Observation." Please do not leave the item blank.

Type of evaluation:

○ Formative Evaluation

○ Summative Evaluation

Credential Type:

○ Multiple Subject

○ Single Subject

Term:

○ Fall

○ Sping

Background Information:

Observation Date	
Student Teacher Name	
Master Teacher Name	
Name of School	
School District	
Grade	
Subject/Preparation	
Lesson Type and Topic	

TPE 1. Engaging and Supporting All Students in Learning

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

Comments on Evaluation:

Recommendations:

TPE 2. Creating and Maintaining Effective Environment for Student Learning

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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,	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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 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 student and student-to-	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
teacher interactions					

Comments on Evaluation:

Recommendations:

TPE 3. Understanding and Organizing Subject Matter for Student Learning

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks	○	○	○	○	○
	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

Comments on Evaluation:

Recommendations:

[   ]

TPE 4. Planning Instruction & Designing Learning Experiences for all Students

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observati
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	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observati
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	○	○	○	○	○

Comments on Evaluation:

Recommendations:

TPE 5. Student Learning

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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, English learners, Standard English learners, and students with	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
language or other disabilities					
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	○	○	○	○	○

Comments on Evaluation:

Recommendations:

TPE 6. Developing as a Professional Educator

Please check box to indicate rating:

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

	1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations	No Observation
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	○	○	○	○	○

Comments on Evaluation:

Recommendations:

Overall Rating:

1 = Far Below Expectations	2 = Below Expectations	3 = Meets Expectations	4 = Exceeds Expectations
○	○	○	○

Additional Comments:

Survey Powered By Qualtrics