

MACI-MAT Master Teacher - Student Teaching Observation and Evaluation Report 2018-19

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.

Page Break

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 _____

Page Break _____

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Comments on Evaluation:

Recommendations:

Page Break

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



Comments on Evaluation:

Recommendations:

Page Break

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Plan, design, implement, and monitor instruction consistent with current subject- specific pedagogy in the content area(s) of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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 Observation
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

Page Break

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. Involve all students in self-assessment and reflection on their learning goals and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3. Establish professional learning goals and make progress to improve their practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Comments on Evaluation:

Recommendations:

Page Break

Overall Rating:

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

Additional Comments:

End of Block: Default Question Block

Attallah College Chapman University
University Supervisor Evaluation: Formative & Summative

Form: "Student Teaching Observation and Evaluation Report"

Created by: CES Taskstream

Created On: 09/05/2017 12:28 PM (PDT); Last edited: 09/06/2017 11:00 AM (PDT)

* = Response is required

Attallah College of Educational Studies at Chapman University

* Evaluation Type:

Formative Summative

* Credential Type:

Multiple Subject Single Subject

* Term:

Fall Spring

* Year:

No answer specified

* Student Teacher's Name

First Name

Last Name

No answer specified

No answer specified

* Master Teacher's Name

First Name

Last Name

No answer specified

No answer specified

* School:

No answer specified

* School District:

No answer specified

* Date of Evaluation Period (Start Date)

No answer specified

Date of Evaluation Period (End Date)

No answer specified

* Grade

No answer specified

* Subject/Preparation

No answer specified

* Lesson Type and Topic

No answer specified

* Date Submitted to Taskstream:

No answer specified

* TPE 1. Engaging and Supporting All Students in Learning

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	2	3	4	No Opportunity to Observe
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

No answer specified

***** Recommendations

No answer specified

***** TPE 2. Creating and Maintaining Effective Environments for Student Learning

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

	1	2	3	4	No Opportunity to Observe
2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Know how to access resources to support students, including those who have experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.6 Establish and maintain clear expectations for positive classroom behavior and for student to- student and student-to-teacher interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments

No answer specified

✳ Recommendations

Recommendations:

No answer specified

✳ TPE 3. Understanding and Organizing Subject Matter for Student Learning

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

	1	2	3	4	No Opportunity to Observe
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Model and develop digital literacy by using technology to engage students and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

No answer specified

✳ Recommendations

No answer specified

✳ TPE 4. Planning Instruction & Designing Learning Experiences for All Students

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

	1	2	3	4	No Opportunity to Observe
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8. Use digital tools and learning technologies across learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

No answer specified

✖ Recommendations

No answer specified

✖ TPE 5. Student Learning

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

	1	2	3	4	No Opportunity to Observe
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. Involve all students in self-assessment and reflection on their learning goals and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

No answer specified

***** Recommendations

No answer specified

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

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

	1	2	3	4	No Opportunity to Observe
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3. Establish professional learning goals and make progress to improve their practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.7. Critically analyze how the context, structure, and history of public education in California affects and influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

No answer specified

***** Recommendations

No answer specified

Summary

Overall Evaluation of Candidate

	1	2	3	4
Overall Rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Observation Comments (Optional):

No answer specified

***** Name of Evaluator:

No answer specified

Attallah College Chapman University University Supervisor Interim Evaluation

Form: "Teaching Observation Report Form"

Created by: CES Taskstream

Created On: 09/06/2017 10:57 AM (PDT); Last edited: 09/06/2017 1:54 PM (PDT)

* = Response is required

Attallah College of Educational Studies at Chapman University

* Credential Type:

Multiple Subject Single Subject

* Student Teacher's Name

First Name

Last Name

No answer specified

No answer specified

* Subject/Preparation:

No answer specified

* Lesson Type & Topic:

No answer specified

* Date Observed:

No answer specified

* School:

No answer specified

* Master Teacher's Name

First Name

Last Name

No answer specified

No answer specified

* Date Submitted to Taskstream:

No answer specified

Teaching Performance Expectation (TPE)

* TPE 1. Engaging and Supporting All Students in Learning

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	2	3	4	No Opportunity to Observe
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TPE 2. Creating and Maintaining Effective Environments for Student Learning

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

	1	2	3	4	No Opportunity to Observe
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2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Establish, maintain, and monitor inclusive learning environments that are physically mentally, intellectually, and emotionally healthy and safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Know how to access resources to support students, including those who have experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 Establish and maintain clear expectations for positive classroom behavior and for student to- student and student-to-teacher interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** TPE 3. Understanding and Organizing Subject Matter for Student Learning**

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

	1	2	3	4	No Opportunity to Observe
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Model and develop digital literacy by using technology to engage students and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** TPE 4. Planning Instruction & Designing Learning Experiences for All Students**

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

	1	2	3	4	No Opportunity to Observe
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6. Access resources for planning and instruction, including the expertise of community and school colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8. Use digital tools and learning technologies across learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TPE 5. Assessing Student Learning

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

	1	2	3	4	No Opportunity to Observe
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. Involve all students in self-assessment and reflection on their learning goals and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	1	2	3	4	No Opportunity to Observe
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3. Establish professional learning goals and make progress to improve their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.7. Critically analyze how the context, structure, and history of public education in California affects and influences

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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* Name of Evaluator:

No answer specified