

**CSUS 2042 Midterm and Final Teacher Candidate Evaluation Form (July 2005)**

Midterm  (Phase II)                      Final  (II)                      University Evaluator   
 Midterm  (Phase III/IV)                      Final  (III/IV)                      Public School Evaluator   
 Date \_\_\_\_\_    Student Teacher/Intern

Candidate's Name: \_\_\_\_\_ School/District: \_\_\_\_\_  
 Public School Evaluator: \_\_\_\_\_ Center/Grade: \_\_\_\_\_  
 University Evaluator: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
 Multiple Subject  Single Subject  Mild/Moderate or Moderate/Severe  Intern

<b>PREPARATION</b>		<b>TPEs 1, 4, 5, 6, 7, 8, &amp; 9</b>				
	4	3	2	1	0	Not Observed
1	Clearly defined <u>content</u> objectives aligned w/assessment objectives (e.g., standards, Frameworks, IEP)		<u>Content objectives</u> for students implied		No clearly defined <u>content objectives</u> for students	
2*	Clearly defined <u>language objectives</u> for Ss including language form (grammar, sentence structures), and functions ( e.g., express opinion)		<u>Language objectives</u> for students implied		No clearly defined <u>language objectives</u> for students	N/O
3	<u>Content concepts</u> appropriate for age and educational background level of students		<u>Content concepts</u> somewhat appropriate for Ss age educational background level		<u>Content concepts</u> inappropriate for Ss age and educational background level	N/O
4*	<u>Supplementary materials</u> used to a high degree, making the lesson clear and meaningful (e.g., graphs). As appropriate, <u>text is adapted</u> to different levels of Ss proficiency		Some use of <u>supplementary materials</u> and <u>text adaptation</u>		No use of <u>supplementary materials</u> or <u>text adaptation</u> . Conforms exclusively to the textbook in making curriculum decisions.	N/O
5	<u>Meaningful activities</u> that integrate lesson concepts and integrate <u>multicultural and social justice components</u>		<u>Meaningful activities</u> that integrate lesson concepts, but do not include <u>multicultural and social justice components</u>		No <u>meaningful activities</u> that integrate lesson concepts with <u>multicultural and social justice components</u>	N/O

Comments to clarify/supplement 1-5:

<b>INSTRUCTION: Building Background</b>		<b>TPEs 1, 2, 4, 5, 6, 7, 8, 9, 10 &amp; 11</b>				
	4	3	2	1	0	Not Observed
6	<u>Concepts explicitly linked</u> to Ss' background experiences		<u>Concepts somewhat linked</u> to Ss' background experiences		<u>Concepts not explicitly linked</u> to Ss' background experiences	
7	<u>Links explicitly made</u> between prior knowledge and new concepts		<u>Links made</u> between past learning and new concepts, but inconsistently		No <u>links made</u> between past learning and new concepts	N/O
8	<u>Key vocabulary emphasized</u> (e.g., repeated & highlighted)		<u>Key vocabulary</u> introduced, but not emphasized		<u>Key vocabulary</u> not emphasized	N/O
9	Consistently establishes a productive learning environment with <u>clearly stated behavioral &amp; academic expectations</u>		Occasionally <u>outlines behavioral and academic expectations</u> for students		Does not state <u>behavioral and academic expectations</u>	N/O

- Shading indicates an advanced level of competency, rarely attained prior to the last semester of student teaching.
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Comments to clarify/supplement 6-9:

<b>INSTRUCTION: Comprehensible Input</b>						
	4	3	2	1	0	Not Observed
10	Speech appropriate for students' academic and developmental proficiency level		Speech sometimes appropriate for students' academic and developmental proficiency level		Speech inappropriate for students' academic and developmental proficiency level	
11*	Uses <u>scaffolding techniques to make explanations and content concepts clear</u> ,e.g., modeling, visuals, hands-on activities, TPR		Uses <u>some scaffolding techniques to make explanations and content concepts clear</u>		Uses <u>no scaffolding techniques to make explanations and content concepts clear.</u>	N/O

Comments to clarify/supplement 10-11:

<b>INSTRUCTION: Strategies</b>						
	4	3	2	1	0	Not Observed
12*	Provides ample opportunities for Ss to use <u>learning to learn strategies</u> (metacognitive strategies)		Provides students with some opportunities to use <u>learning to learn strategies</u>		Provides no opportunity for students to use <u>learning to learn strategies</u>	
13*	Frequently utilizes instructional strategies, activities, and materials that <u>encourage student choice, participation and effort</u>		Utilizes instructional strategies activities & materials that <u>encourage student choice, participation and effort</u>		Does not utilize instructional strategies, activities, and materials that <u>encourage student choice, participation and effort</u>	N/O
14	Effectively manages Ss behavior in a variety of situations (e.g., small group, multiple small groups, whole group)		Effectively manages Ss behavior in some situations (e.g., small group, multiple small groups, whole group)		Is unable to effectively manage student behavior across situations (e.g., one-to- one, small group, multiple small groups, whole group)	N/O
15*	Incorporates effective strategies in planning <u>differentiated instruction</u> to provide equal access to core curriculum for all Ss (i.e., EL, special education, gifted)		Incorporates some effective approaches & strategies in planning <u>differentiated instruction</u> to provide equal access to core curriculum for all students		Does not incorporate effective approaches and strategies in planning <u>differentiated instruction</u> to provide equal access to the core curriculum for all students	N/O
16	Uses a variety of <u>question types, including those that promote higher-order thinking skills</u>		Poses <u>questions that promote higher-order thinking skills,</u> but could expand		Teacher does not pose <u>questions that promote higher-order thinking skills</u>	N/O

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Comments to clarify/supplement 12-16:

<b>INSTRUCTION: Interaction</b>						
	4	3	2	1	0	Not Observed
17	Provides frequent opportunities for <u>interaction</u> between tchr/st. & among Ss that encourage elaborated responses about lesson concepts before moving on to new content/concepts		Provides some opportunities for <u>interaction</u> between tchr/st & among students, that encourage elaborated responses		Provides <u>interaction</u> that is primarily teacher-dominated with no opportunities for students to discuss lesson concepts with teacher or among students	
18	Often <u>circulates</u> to monitor student work and behavior		Sometimes <u>circulates</u> to monitor student work & behavior		Does not <u>circulate</u> to monitor student work and behavior	N/O
19*	<u>Grouping configurations</u> support language and content objectives of the lesson		<u>Grouping configurations</u> sometimes support language and content objectives		<u>Grouping configurations</u> do not support language and content objectives	N/O
20	Consistently provides sufficient <u>wait time</u> for student responses		Sometimes provides sufficient <u>wait time</u>		Never provides sufficient <u>wait time</u>	N/O
21	Teaches & reinforces <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop & use appropriate social & interpersonal (S&I) skills		Teaches & reinforces <u>respectful interaction among Ss</u> by providing some opportunities for Ss to develop & use appropriate S & I skills		Does not teach & reinforce <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop and use appropriate social & interpersonal skills	N/O
22*	Provides ample opportunities for Ss to <u>clarify key concepts in L1</u> as needed with teacher, aide, peer, or L1 text		Provides some opportunities for students to <u>clarify key concepts in L1</u>		No opportunities for students to <u>clarify key concepts in L1</u>	N/O

Comments to clarify/supplement 17-22:

<b>INSTRUCTION: Practice/Application</b>						
	4	3	2	1	0	Not Observed
23	Provides ample opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides limited opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides no <u>hands-on</u> materials for Ss to practice using new content knowledge	
24*	Provides appropriate activities for students to <u>apply content and language knowledge</u> in the classroom		Provides activities for students to <u>apply content or language knowledge</u> in the classroom, but could expand		Provides no activities for students to <u>apply content or language knowledge</u> in the classroom	N/O

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25*	4 Uses activities that integrate all <u>language skills</u> (reading, writing, listening, and speaking)	3	2 Uses activities that integrate some <u>language skills</u>	1	0 Uses activities that apply only one <u>language skill</u>	N/O
26	4 Effectively provides <u>regular, positive feedback to Ss about behavioral expectations</u> . Is calm, clear, consistent, & fair in establishing/following through with consequences for behavior, stressing self management	3	2 Occasionally provides <u>effective feedback to Ss about behavioral expectations</u> . Tends to focus feedback on mistakes instead of accomplishments.	1	0 Does not provide <u>effective feedback to Ss about behavioral expectations</u> . Does not appear to be in control of emotions, relies on extrinsic motivation, and transforms issues into power struggles.	N/O

Comments to clarify/supplement 23-26:

**INSTRUCTION: Lesson Delivery**

27	4 <u>Content objectives</u> consistently supported by lesson delivery	3	2 Occasionally <u>content objectives</u> supported by lesson delivery	1	0 <u>Content objectives</u> not supported by lesson delivery	Not Observed
28*	4 <u>Language objectives</u> consistently supported by all aspects of lesson delivery	3	2 Occasionally <u>language objectives</u> supported by lesson delivery	1	0 <u>Language objectives</u> not supported by lesson delivery	N/O
29*	4 Consistently demonstrates efficient, smooth and effective <u>transitions</u> that include lesson review & lesson closure	3	2 Occasionally demonstrates efficient, smooth and effective <u>transitions</u>	1	0 Does not demonstrate efficient, smooth and effective <u>transitions</u> . Wastes instructional opportunity	N/O
30	4 Teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	3	2 Occasionally teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	1	0 Teaches in a <u>manner</u> that lacks energy, enthusiasm, or conviction	N/O
31	4 Consistently establishes a <u>positive rapport with students</u> in a variety of ways, and <u>communicates and interacts respectfully with all students</u> . Demonstrates knowledge of lives of Ss outside of classroom.	3	2 Occasionally establishes a <u>positive rapport with Ss</u> <u>Communicates &amp; interacts respectfully with all Ss</u> in an inconsistent manner. Demonstrates little knowledge about the lives of Ss	1	0 Does not establish a <u>positive rapport with students</u> , and does not <u>communicate and interact respectfully with all students</u> . Acts with coolness& aloofness, and makes no personal contacts or exchanges with students.	N/O
32*	4 Consistently uses students' responses to make appropriate adjustments to pacing of lesson	3	2 Occasionally uses Ss' responses to make appropriate adjustments to pacing of lesson	1	0 No use of students' responses to make appropriate adjustments to pacing of the lesson	N/O

Comments to clarify/supplement 27-32:

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ASSESSMENT		TPEs 2 & 3				
	4	3	2	1	0	Not Observed
33*	Appropriately applies a variety of <u>formal &amp; informal methods &amp; tools</u> to assess Ss' achievements	Sometimes applies <u>formal and informal methods</u> to assess Ss' achievements	No application of <u>formal and informal methods</u> to assess students' achievements			
34*	Appropriately uses <u>formative student assessment data</u> to guide future lesson design and teaching (How to help S's who did not achieve objectives) Often considers "teacher" or "the instruction" as a potential source of student difficulty.	Occasionally uses <u>formative student assessment data</u> to guide future lesson design and teaching. Sometimes considers "teacher" or "instruction" as a potential source of student difficulty.	No use of <u>formative student assessment data</u> to guide future lesson design and teaching. Sees causal factors for Ss learning difficulties as a function of past or in perceived learner traits such as laziness, low ability, or lack of parent involvement			
35*	Consistently establishes appropriate <u>achievement criteria</u> and communicates them clearly to Ss	Establishes some <u>achievement criteria</u> and communicates them to S's	Establishes no <u>achievement criteria</u>			

Comments to clarify/supplement 33-35:

PROFESSIONALISM		TPEs 12 & 13				
	4	3	2	1	0	Not Observed
36	Consistently demonstrates <u>professionalism</u> in personal appearance and behaviors.	Occasionally demonstrates <u>professionalism</u> in personal appearance and behavior.	Does not demonstrate <u>professionalism</u> in personal appearance and behavior.			
37	Willingly <u>self-assesses his/her own performance</u> in terms of strengths & weaknesses through a variety of reflective practices	Sometimes self-assesses own strengths & weaknesses through a variety of reflective practices. May need to be prompted to self-assess	Does not <u>self-assess own performance</u> in terms of strengths & weaknesses. Even when prompted, is unable to self-assess or engage in self reflection			
38	Understands the need to be <u>discreet</u> in sharing information with others.	Shows some understanding of need to be <u>discreet</u> in sharing information with others.	Does not show understanding of the need to be <u>discreet</u> in sharing information with others.			
39	Consistently <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, consistent attendance, punctuality, initiative etc.)	Occasionally <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, attendance, punctuality, initiative, etc.)	Does not <u>accept responsibilities</u> related to student teaching (e.g., excellence, attendance, punctuality, initiative, etc.). Appears disorganized. Accepts as "satisfactory," practices that are weak approximations of what is expected.			
40	Consistently seeks, accepts, and utilizes <u>constructive feedback for professional growth</u>	Occasionally seeks, accepts, & utilizes <u>constructive feedback for professional growth</u>	Does not seek, accept, and utilize <u>constructive feedback for professional growth</u> . Repeats same major mistakes			

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	4	3	2	1	0	N/O
41	Consistently <u>participates in school-based activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night)		Occasionally <u>participates in school-based activities</u> (e.g., parent conferences, school /staff meetings)		No participation in school-based <u>activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night).	
42	Consistently demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel and community members (e.g., school secretary)		Occasionally demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instr. support, etc.)		Does not demonstrate ability to <u>work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instructional support, etc.)	
43	Consistently exhibits <u>respect, understanding, and sensitivity toward cultural heritage, community values, &amp; individual aspirations</u> of diverse students, families, and colleagues. Demonstrates strategies for overcoming possible biases.		Occasionally exhibits <u>respect, understanding, and sensitivity toward the cultural heritage, community values, &amp; individual aspirations</u> of diverse Ss, families & colleagues. Sometimes demonstrates strategies for overcoming possible biases		Fails to <u>exhibit respect, understanding, &amp; sensitivity toward the cultural heritage, community values, &amp; individual aspirations of diverse Ss, families, &amp; colleagues</u> . Makes comments that convey disrespect for individuals/groups. Does not demonstrate strategies for overcoming possible biases.	

Comments to clarify/supplement 36-43:

Sources of Evidence (check all items that apply)  Portfolio  Observations  
 Written reflections  Interview/Discussions  Other (please identify)

Evaluator: Please check the appropriate recommendation  
 Recommend to subsequent semester of student teaching, based on overall rating of 3, generally with no 0s or 1s on the final evaluation  
 Recommend repeating current student teaching experience  
 Do not recommend repeating current student teaching experience  
 Recommend for Preliminary Credential based on overall rating of 4, generally with no 1s or 2s on the final evaluation  
 Recommend repeating culminating student teaching experience  
 Do not recommend repeating culminating student teaching experience

\_\_\_\_\_  
 Teacher Candidate's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Public School Evaluator's Signature

\_\_\_\_\_  
 University Evaluator's Signature

**Distribution: White (original) =Teacher Preparation Office and Yellow = Student Teacher/Intern**

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## DESCRIPTORS OF TEACHING PERFORMANCE EXPECTATIONS

<b>1. Subject-Specific Pedagogical Skills</b> <ul style="list-style-type: none"> <li>• Identifies academic content or skills standard(s) appropriate to course &amp; grade level.</li> <li>• Writes learning outcome(s) for students consistent with identified standards.</li> <li>• Presents accurate content that reflects basic principles &amp; values of the discipline.</li> <li>• Uses instructional strategies &amp; materials appropriate to the content &amp; learning outcome(s).</li> <li>• Uses a diversity of strategies &amp; provides multiple examples, consistent with the standard(s), content, &amp; outcomes.</li> </ul>		
<b>2. Monitoring Student Learning</b> <ul style="list-style-type: none"> <li>• Questions to check understanding.</li> <li>• Reviews student work in progress</li> <li>• Checks for common misunderstandings.</li> <li>• Pacing reflects students' needs.</li> </ul>	<b>3. Interpretation &amp; Use of Assessments</b> <ul style="list-style-type: none"> <li>• Uses a variety of assessments.</li> <li>• Uses assessment results in planning.</li> <li>• Adapts assessments for student needs.</li> <li>• Provides feedback to students.</li> <li>• Maintains accurate assessment records.</li> </ul>	<b>4. Making Content Accessible</b> <ul style="list-style-type: none"> <li>• Uses logical, coherent sequence.</li> <li>• Presents content in multiple ways.</li> <li>• Provides time for practice, application.</li> <li>• Teaches reading strategies.</li> <li>• Motivates &amp; encourages students.</li> <li>• Adjusts lessons as needed.</li> </ul>
<b>5. Student Engagement</b> <ul style="list-style-type: none"> <li>• Communicates objectives clearly.</li> <li>• Ensures active &amp; equitable participation.</li> <li>• Re-engages off-task students.</li> <li>• Encourages student dialogue.</li> <li>• Makes instruction relevant.</li> <li>• Asks challenging questions.</li> </ul>	<b>6. Developmentally Appropriate Practices</b> <ul style="list-style-type: none"> <li>• Promotes higher-order thinking.</li> <li>• Promotes goals, requirements, criteria.</li> <li>• Connects curriculum to community.</li> <li>• Promotes student responsibility.</li> <li>• Supports individuality.</li> </ul>	<b>7. Teaching English Learners</b> <ul style="list-style-type: none"> <li>• Applies ELD principles to instruction.</li> <li>• Promotes opportunities for reading, writing, listening, &amp; speaking English.</li> <li>• Plans differentiated instruction for ELL.</li> <li>• Contextualizes key concepts.</li> <li>• Allows for first language support</li> </ul>
<b>8. Learning About Students</b> <ul style="list-style-type: none"> <li>• Assesses prior knowledge &amp; skills.</li> <li>• Knows students as individuals.</li> <li>• Interacts with parents.</li> <li>• Identifies students with special needs.</li> <li>• Understands how students' identities influence schooling experiences.</li> </ul>	<b>9. Instructional Planning</b> <ul style="list-style-type: none"> <li>• Writes clear short- &amp; long-term plans.</li> <li>• Makes connections across lessons.</li> <li>• Plans clear explanations of content.</li> <li>• Makes abstract concepts concrete.</li> <li>• Connects content to backgrounds.</li> <li>• Accommodates varied student needs.</li> </ul>	<b>10. Instructional Time</b> <ul style="list-style-type: none"> <li>• Allocates times to meet all standards.</li> <li>• Estimates times for instructional tasks.</li> <li>• Establishes procedures for routines.</li> <li>• Manages transitions efficiently.</li> <li>• Adjusts planned time if necessary.</li> </ul>
<b>11. Social Environment</b> <ul style="list-style-type: none"> <li>• Sets clear expectations for students.</li> <li>• Promotes student effort &amp; engagement.</li> <li>• Implements a discipline plan.</li> <li>• Treats students fairly &amp; with respect.</li> <li>• Promotes group &amp; independent work.</li> </ul>	<b>12. Professional, Legal, Ethical Obligations</b> <ul style="list-style-type: none"> <li>• Takes responsibility for outcomes.</li> <li>• Recognizes own values &amp; biases.</li> <li>• Maintains a non-hostile environment.</li> <li>• Follows policies for responding to inappropriate behavior.</li> <li>• Behaves legally, ethically, &amp; professionally.</li> </ul>	<b>13. Professional Growth</b> <ul style="list-style-type: none"> <li>• Solicits &amp; incorporates feedback.</li> <li>• Reflects on own teaching practices.</li> <li>• Modifies teaching based on reflection.</li> <li>• Prioritizes goals for professional growth.</li> </ul>