**College of Education - SFSU**

**Department of Secondary Education**

# PILOT

## Evaluation Report For Observations And Documents

**University Supervisor:**

**Teacher Candidate's Name:**

Last Name                          First Name

**Evaluation Date:**

**Academic Year:**

**Term:**                    **Fall**                    **Spring**

**Placement:**

District                          School

**Area of Instruction:**

Grade Level                          Subject

# The Evaluation Form

This evaluation form is based on the California "Teaching Performance Expectations" (TPEs) as they appear in the STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS. Numbers in parentheses following performance indicators in each category refer to the TPEs. Evaluators should assess teacher candidates as novice teachers or students; they should not be compared with experienced members of the teaching profession.

**Use the following Rating Rubric:**
1=NC, NOT CONSISTENT with Standard Expectations for Beginning Practice: the student teacher provides LITTLE OR NO EVIDENCE of effective teaching practice in this category.

2=D, DEVELOPING Beginning Practice: The student teacher provides SOME EVIDENCE of effective teaching practice in this category.

3=P, PROFICIENT Beginning Practice: The student teacher provides SUBSTANTIAL EVIDENCE of effective teaching practice in this category.

4=E, EXCEPTIONAL Beginning Practice: The student teacher provides CONSISTENT, EXTENSIVE, HIGH QUALITY EVIDENCE of effective teaching practice in this category.

N/A=NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score.

## Important Notes:

1. Evidence of student teaching performance comes in three forms: observation, conferencing, and documents. **Observation** can yield evidence of classroom management, lesson delivery, and interactions with students, colleagues and parents. **Conference** discussions can yield evidence of attitudes and dispositions, planning processes, professional activities, and teacher thinking. **Document analysis** can yield evidence of unit and lesson plans, responses to student work, assignment and assessment development, and written communication with parents. Evidence of student teaching performance is not limited to the above, which are examples of evidence but do not exhaust the possibilities.

2. N/A, NOT AVAILABLE at this time, may appear more frequently on the Mid-Term Evaluation. It should appear only rarely on the Final Evaluation.

3. The MID-TERM EVALUATION is for formative assessment only. A rating of "NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)" for an indicator in any area denotes a critical need for attention prior to the Final Evaluation period.

4. A rating of "NOT CONSISTENT WITH STANDARD EXPECTATIONS (NC)" in CATEGORY "G" of the FINAL EVALUATION by THE UNIVERSITY SUPERVISOR will result in NO CREDIT received for student teaching. A candidate with this rating will not be recommended for the credential.

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### A. Engaging and Supporting All Students in Learning

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

| Response Legend: 1 = NC, Not Consistent   2 = D, Developing Beginning Practice   3 = P, Proficient Beginning Practice   4 = E, Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME. N/A = Not Applicable | | | | | |
|---|---|---|---|---|---|
| The Teacher Candidate as a beginning teacher: | 1 | 2 | 3 | 4 | Not Applicable |
| 1. Applies knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning. | | | | | |
| 2. Maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. | | | | | |
| 3. Connects subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning. | | | | | |
| 4. Uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and Multi-tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment. | | | | | |

| The Teacher Candidate as a beginning teacher: | | | | | |
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| 5. Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. | | | | | |
| 6. Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. | | | | | |
| 7. Provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. | | | | | |
| 8. Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. | | | | | |

## B. Creating and Maintaining Effective Environments for Student Learning

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

| Response Legend: | | | | | |
|---|---|---|---|---|---|
| **1** = NC, Not Consistent   **2** = D, Developing Beginning Practice   **3** = P, Proficient Beginning Practice **4** = E, Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME. **N/A** = Not Applicable | | | | | |
| The Teacher Candidate as a beginning teacher: | 1 | 2 | 3 | 4 | Not Applicable |
| 1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where adults and peers treat each student fairly and respectfully. | | | | | |
| 2. Create physical/online-learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. | | | | | |
| 3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. | | | | | |
| 4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. | | | | | |
| 5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom. | | | | | |
| 6. Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families. | | | | | |

## C. Understanding and Organizing Subject Matter for Student Learning

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

| Response Legend: 1 = NC, Not Consistent  2 = D, Developing Beginning Practice  3 = P, Proficient Beginning Practice  4 = E, Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME. N/A = Not Applicable | | | | | |
|---|---|---|---|---|---|
| The Teacher Candidate as a beginning teacher: | 1 | 2 | 3 | 4 | Not Applicable |
| 1. Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks. | | | | | |
| 2. Use knowledge about students (e.g. IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. | | | | | |
| 3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. | | | | | |
| 4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways. | | | | | |
| 5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students' equitable access to the curriculum. | | | | | |
| 6. Adapt subject matter curriculum, organization, and planning to support the academic language acquisition and subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. | | | | | |
| 7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security. | | | | | |

## D. Planning Instruction and Designing Learning Experiences for All Students

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

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|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | Not Applicable |

| | 1 | 2 | 3 | 4 | Not Applicable |
|---|---|---|---|---|---|
| 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes | | | | | |
| 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students. | | | | | |
| 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. | | | | | |
| 4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies | | | | | |
| 5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans.) | | | | | |
| 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. | | | | | |
| 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning. | | | | | |
| 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. | | | | | |

## E. Assessing Student Learning

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

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|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | Not Applicable |
| 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics. | | | | | |
| 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. | | | | | |
| 3. Involve all students in self-assessment and | | | | | |

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| reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. | | | | | |
| 4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. | | | | | |
| 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. | | | | | |
| 6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities. | | | | | |
| 7. Interpret English learners assessment data to identify their level of academic proficiency in English as well as in their primary language, and use this information in planning instruction. | | | | | |
| 8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. | | | | | |

## F. Developing as a Professional Educator

N/A= NOT AVAILABLE AT THIS TIME. Evidence is not observed or unavailable and should not be construed as a negative score.

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|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **Not Applicable** |
| 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students. | | | | | |
| 2. Recognize their own values and biases, the ways in which these values and biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students, including acts of intolerance and harassment such as bullying or racism. | | | | | |
| 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. | | | | | |
| 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | | | | | |
| 5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. | | | | | |
| 6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional | | | | | |

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| responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and | | | | | |
| 7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. | | | | | |

## G. OVERALL TEACHING EFFECTIVENESS ASSESSMENT

This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F.

<table>
<tr><td colspan="5"><b>Response Legend:</b><br><b>1</b> = NC, Not Consistent  <b>2</b> = D, Developing Beginning Practice  <b>3</b> = P, Proficient Beginning Practice<br><b>4</b> = E, Exceptional Beginning Practice</td></tr>
<tr><td></td><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td><td><b>4</b></td></tr>
<tr><td>A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2. D, DEVELOPING BEGINNING PRACTICE in category "G" on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential.<br>The student must receive a score <b>of Proficient Beginning Practice</b> or <b>Exceptional Beginning Practice</b> to receive full credit for student teaching.</td><td></td><td></td><td></td><td></td></tr>
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# H. Comments

**Indicate three areas of strength:**




**Indicate three areas where improvement is needed:**




**Other comments on Overall Teaching Effectiveness:**


## Overall Rating

A rating of 1, NC, "NOT CONSISTENT WITH STANDARD EXPECTATIONS FOR BEGINNING PRACTICE" or 2. D, DEVELOPING BEGINNING PRACTICE in category "G" on the FINAL EVALUATION will result in no credit received for student teaching. The candidate will not be recommended for the credential.

**1** = NC, Not Consistent _____                            **3** = P, Proficient Beginning Practice _____

| University Supervisor's Signature | Student Teacher's Signature |
|---|---|
| | |

**2** = D, Developing Beginning Practice  ____          **4** = E, Exceptional Beginning Practice  ____