Student Teacher Evaluation Form (In progress)

Start of Block: Default Question Block

Q1 University of San Diego
School of Leadership and Education Sciences

Student Teacher Evaluation Form

Q2 Demographic Information

- Student Teacher First Name (1)
  __________________________________________________

- Student Teacher Last Name (2)
  __________________________________________________

- Evaluator First Name (3) ______________________________________________

- Evaluator Last Name (4) ______________________________________________

- Site (5) ______________________________________________________________

Q4 Please choose your position

- Supervisor (1)
  _________________________________________________________________

- Cooperating Teacher (2)
  _________________________________________________________________
Q5 Term

- Fall (1)
- Spring (2)
- Summer (3)

Q6 Year

Q7 Candidate Credential Area

- Dual Credential (Multiple Subject and Special Education) (4)
- Dual Credential (Single Subject and Special Education) (5)
- Multiple Subject only (1)
- Single Subject only (2)
- Special Education only (3)

Display This Question:
If Candidate Credential Area = Single Subject only
Or Candidate Credential Area = Dual Credential (Single Subject and Special Education)
Q8 Single subject candidate’s content area:

- English (1)
- Math (2)
- Science (3)
- Social Sciences (4)
- World Language (5)

Q9 The purpose of this evaluation is to assist the student teacher in making personal adaptations to the role of the teacher; in developing the ability to plan for, guide, and evaluate learning experiences; in understanding the opportunities and responsibilities of the profession; and in evaluating the degree to which the competence and Teaching Performance Expectations of the California Commission on Teacher Credentialing have been met. At the end of the survey, you will be provided a summary page you can print for your records and share with your student teacher.

Please note: You may use the link provided to you multiple times. If you do not complete the survey and close your browser, it will save your work and you will come back to the last page you were on, if you are using the same computer. Only after you have submitted the survey will you be able to start a new form.
Teaching Performance Expectations

Rubric for Evaluation

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Level 2</td>
</tr>
<tr>
<td>Beginning</td>
<td>Level 3</td>
</tr>
<tr>
<td>Developing</td>
<td>Level 4</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Level 5</td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

The candidate’s actions do not demonstrate understanding of the key elements of the TPE.

The candidate demonstrates the key elements of the TPE in working with students. The candidate’s actions are grounded in beginning content knowledge and provide surface level understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to apply the TPE in working with students. The candidate’s actions are grounded in partial content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate’s actions are grounded in clear content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates outstanding use of the TPE in working with students. The candidate’s actions are grounded in exemplary content knowledge and provide in-depth understanding and thorough evidence of the intent of the TPE in helping all students learn and demonstrate ownership of their learning.
Q13 Learning

TPE 1: Engaging and Supporting all Students in Learning

<table>
<thead>
<tr>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>Not Observed</th>
</tr>
</thead>
</table>

1. The candidate applies knowledge of students, including their prior experiences, interests, and social-emotional needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.  
(Q13_1)

2. The candidate 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.  
(Q13_2)
3. The candidate connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (Q13_3)

4. The candidate uses a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) 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. (Q13_4)
5. The candidate 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. (Q13_5)

6. The candidate 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 for English (SDAIE), scaffolding across content areas, and structured English immersion, and
demonstrate an understanding of the difference among 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. (Q13_6)

7. The candidates provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the context and content of learning. (Q13_7)

8. The candidate monitors student learning
and adjusts instruction while teaching so that students continue to be actively engaged in learning. (Q13_8)

Q51 Comments TPE 1;

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q52 Rubric for Evaluation

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Level 3</td>
</tr>
<tr>
<td>Beginning</td>
<td>Level 4</td>
</tr>
<tr>
<td>Developing</td>
<td>Level 5</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Level 5</td>
</tr>
<tr>
<td>Advanced</td>
<td>Level 5</td>
</tr>
</tbody>
</table>

The candidate’s actions do not demonstrate understanding of the key elements of the TPE.

The candidate demonstrates the key elements of the TPE in working with students. The candidate’s actions are grounded in beginning content knowledge and provide surface level understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to apply the TPE in working with students. The candidate’s actions are grounded in partial content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate’s actions are grounded in clear content knowledge and provide
understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates outstanding use of the TPE in working with students. The candidate’s actions are grounded in exemplary content knowledge and provide in-depth understanding and thorough evidence of the intent of the TPE in helping all students learn and demonstrate ownership of their learning.
Q14
Environments for Student Learning

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>Not Observed ()</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate promotes students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (Q14_1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourages positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
interactions among students, reflects diversity and multiple perspectives, and are culturally responsive. (Q14_2)

3. The candidate establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (Q14_3)

4. The candidate knows how to access resources to support students,
including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (Q14_4)

5. The candidate maintains high expectations for learning with appropriate support for the full range of students in the classroom. (Q14_5)

6. The candidate establishes and maintains 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. (Q14_6)
Q15 Comments TPE 2;

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break
The candidate’s actions do not demonstrate understanding of the key elements of the TPE.

The candidate demonstrates the key elements of the TPE in working with students. The candidate’s actions are grounded in beginning content knowledge and provide surface level understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to apply the TPE in working with students. The candidate’s actions are grounded in partial content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate’s actions are grounded in clear content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates outstanding use of the TPE in working with students. The candidate’s actions are grounded in exemplary content knowledge and provide in-depth understanding and thorough evidence of the intent of the TPE in helping all students learn and demonstrate ownership of their learning.
| Q18 TPE 3: Understanding and Organizing Subject Matter for Student Learning |
|---|---|---|---|---|---|---|
|  | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) | Not Observed () |
| 1. The candidate demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (Q18_1) |  |  |  |  |  |  |
| 2. The candidate uses knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (Q18_2) |  |  |  |  |  |  |
| 3. The candidate plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and |  |  |  |  |  |  |
implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

(Q18_3)

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

(Q18_4)

5. The candidates adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the 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. (Q18_5)

6. The candidate uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (Q18_6)

7. The candidate models and develops digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and
the use of Creative Commons license, and maintaining Internet security. (Q18_7)

8. The candidate demonstrates knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. (Q18_8)

---

Q53 Comments TPE 3;

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q55 Rubric for Evaluation

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Level 2</td>
</tr>
<tr>
<td>Beginning</td>
<td>Level 3</td>
</tr>
<tr>
<td>Developing</td>
<td>Level 4</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Level 5</td>
</tr>
<tr>
<td>Advanced</td>
<td>Level 5</td>
</tr>
</tbody>
</table>

The candidate’s actions do not demonstrate understanding of the key elements of the TPE.
The candidate demonstrates *the key elements* of the TPE in working with students. The candidate’s actions are grounded in *beginning content knowledge* and provide *surface level* understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the *ability to apply* the *TPE* in working with students. The candidate’s actions are grounded in *partial content knowledge* and provide *understanding* and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates *well-reasoned and flexible* use of the TPE in working with students. The candidate’s actions are grounded in *clear content knowledge* and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates *outstanding use* of the TPE in working with students. The candidate’s actions are grounded in *exemplary content knowledge* and provide *in-depth understanding* and *thorough evidence* of the intent of the TPE in helping *all students learn and demonstrate ownership of their learning.*
Q54
TPE 4: Planning Instruction and Designing Learning Experiences for All Students

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>Not Observed ()</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The candidate locates and applies 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. (Q18_1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The candidate understands and applies knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (Q18_2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The candidate designs and implements instruction and assessment that reflects the interconnectedness of academic content areas and related student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

(Q18_3)

4. The candidate plans, designs, implements, and monitors 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 that include:
   a. appropriate use of instructional technology, including assistive technology
   b. applying principals of UDL and MTSS
   c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners
   d. appropriate modifications for
students with disabilities into the general education classroom.
  e. opportunities for students to support each other in learning.
  f. use of community resources and services as applicable (Q18_4)

5. The candidate promotes 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, and 504 plans) (Q18_5)

6. The candidate accesses 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. (Q18_6)
7. The candidate plans instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (Q18_7)

8. The candidate uses 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. (Q18_8)

---

Q57 Comments TPE 4:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q58  
Rubric for Evaluation

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Level 2</td>
</tr>
<tr>
<td>Beginning</td>
<td>Level 3</td>
</tr>
<tr>
<td>Developing</td>
<td>Level 4</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Level 5</td>
</tr>
<tr>
<td>Advanced</td>
<td>The candidate’s actions do not demonstrate understanding of the key elements of the TPE.</td>
</tr>
</tbody>
</table>

The candidate demonstrates the key elements of the TPE in working with students. The candidate’s actions are grounded in beginning content knowledge and provide surface level understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to apply the TPE in working with students. The candidate’s actions are grounded in partial content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate’s actions are grounded in clear content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates outstanding use of the TPE in working with students. The candidate’s actions are grounded in exemplary content knowledge and provide in-depth understanding and thorough evidence of the intent of the TPE in helping all students learn and demonstrate ownership of their learning.
1. The candidate applies knowledge of the purposes, characteristics, and appropriate use of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring and performance) to design and administer classroom assessments, including use of scoring rubrics. (Q19_1)

2. The candidate collects and analyzes assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (Q19_2)
3. The candidate involves all students in self-assessment and reflection on their learning goals and progress and provides students with opportunities to revise or reframe their work based on assessment feedback. (Q19_3)

4. The candidate uses technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (Q19_4)

5. The candidate uses assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (Q19_5)

6. The candidate works with specialists to interpret assessment
results from formative and summative assessments to distinguish between students whose first language in English, English learners, Standard English learners, and students with language or other disabilities. (Q19_6)

7. The candidate interprets English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (Q19_7)

8. The candidate uses assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify
Q20 Comments TPE 5:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________


<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Level 2</td>
</tr>
<tr>
<td>Beginning</td>
<td>Level 3</td>
</tr>
<tr>
<td>Developing</td>
<td>Level 4</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Level 5</td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

The candidate’s actions do not demonstrate understanding of the key elements of the TPE.

The candidate demonstrates the key elements of the TPE in working with students. The candidate’s actions are grounded in beginning content knowledge and provide surface level understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to apply the TPE in working with students. The candidate’s actions are grounded in partial content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate’s actions are grounded in clear content knowledge and provide understanding and evidence of the intent of the TPE in helping all students learn.

The candidate demonstrates outstanding use of the TPE in working with students. The candidate’s actions are grounded in exemplary content knowledge and provide in-depth understanding and thorough evidence of the intent of the TPE in helping all students learn and demonstrate ownership of their learning.
### Q23 TPE 6: Developing as a Professional Educator

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>Not Observed ()</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (Q23_1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (Q23_2)

3. The candidate establishes professional learning goals and makes progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (Q23_3)

4. The candidate demonstrates 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. (Q23_4)

5. The candidate
demonstrates 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. (Q23_5)

6. The candidate understands and enacts professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness,
including the responsible use of social media and other digital platforms and tools. (Q23_6)

7. The candidate critically analyzes how the context, structure, and history of public education in California affects an influences state, district, and school governance as well as state and local education finance. (Q23_11)

Q24 Comments TPE 6:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Page Break
Q47 Please comment on the overall performance of this candidate teacher using criteria listed above plus any additional criteria observed during the semester. Final Comments:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Display This Question:
If Please choose your position = Supervisor

Q48 Please assign the final grade for this final evaluation.

▼ A (2) ... F (13)
This summary page was created for you to print and share with your student or keep for your records.

Please print the page now.

Student Teaching Evaluation Form

Evaluation: ${Q4/ChoiceGroup/SelectedChoices}
Candidate Credential Area: ${Q7/ChoiceGroup/SelectedChoices}

This is the final summary page for
Student: ${Q2/ChoiceTextEntryValue/1} ${Q2/ChoiceTextEntryValue/2}
As Evaluated by: ${Q2/ChoiceTextEntryValue/3} ${Q2/ChoiceTextEntryValue/4}
Site: ${Q2/ChoiceTextEntryValue/5}
Term and Year: ${Q5/ChoiceGroup/SelectedChoices} ${Q6/ChoiceTextEntryValue}

Please review your choices. This is your last chance to go back and make changes. After reviewing your choices, print this page out for your records and for the candidate's records. After you have printed this information please press next to finally submit your evaluation. The evaluation will not be submitted until you click next. You will not be able to go back and change your answers after that.

TPE 1: Engaging and Supporting All Students in Learning

1. The candidate applies knowledge of students to engage them in learning. -- ${Q13/ChoiceGroup/SelectedAnswers/1}
2. The candidate maintains ongoing communication with students and families to communicate achievement expectations and student progress. -- ${Q13/ChoiceGroup/SelectedAnswers/2}
3. The candidate connects subject matter to real-life contexts and allows students to extend their learning. -- ${Q13/ChoiceGroup/SelectedAnswers/3}
4. The candidate uses a variety of strategies/resources/technology to support access to the curriculum to a wide range of learners. -- ${Q13/ChoiceGroup/SelectedAnswers/4}
5. The candidate promotes students' critical and creative thinking. -- ${Q13/ChoiceGroup/SelectedAnswers/5}
6. The candidate provides a supportive learning environment for students' first and/or second language acquisition. -- ${Q13/ChoiceGroup/SelectedAnswers/6}
7. The candidate provides students with opportunities to access the curriculum by incorporating the visual and performing arts. -- ${Q13/ChoiceGroup/SelectedAnswers/7}
8. The candidate monitors student learning and adjusts instruction while teaching to actively engage students in learning. -- ${Q13/ChoiceGroup/SelectedAnswers/8}
Comments TPE 1: ${Q1/ChoiceTextEntryValue}

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. The candidate promotes students' social-emotional growth. -- ${Q14/ChoiceGroup/SelectedAnswers/1}
2. The candidate creates learning environments that promote productive student learning. -- ${Q14/ChoiceGroup/SelectedAnswers/2}
3. The candidate establishes inclusive learning environments. -- ${Q14/ChoiceGroup/SelectedAnswers/3}
4. The candidate knows how to access resources to support students. -- ${Q14/ChoiceGroup/SelectedAnswers/4}
5. The candidate maintains high expectations for learning. -- ${Q14/ChoiceGroup/SelectedAnswers/5}
6. The candidate establishes clear expectations for positive classroom behavior. -- ${Q14/ChoiceGroup/SelectedAnswers/6}

Comments TPE 2: ${Q15/ChoiceTextEntryValue}

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. The candidate demonstrates knowledge of subject matter. -- ${Q18/ChoiceGroup/SelectedAnswers/1}
2. The candidate uses knowledge about students to organize the curriculum and make accommodations to promote student access to the curriculum. -- ${Q18/ChoiceGroup/SelectedAnswers/2}
3. The candidate plans, designs, implements, and monitors instruction consistent with current subject-specific pedagogy. -- ${Q18/ChoiceGroup/SelectedAnswers/3}
4. Plan for effective subject matter instruction and use multiple means of engaging students to demonstrate their knowledge. -- ${Q18/ChoiceGroup/SelectedAnswers/4}
5. The candidate adapts subject matter curriculum to promote the subject matter knowledge of all students. -- ${Q18/ChoiceGroup/SelectedAnswers/5}
6. The candidate uses and adapts resources to facilitate students’ equitable access to curriculum. -- ${Q18/ChoiceGroup/SelectedAnswers/6}

7. The candidate models and develops digital literacy by using technology to engage students. - - ${Q18/ChoiceGroup/SelectedAnswers/7}

8. The candidate demonstrates knowledge of effective teaching strategies. -- ${Q18/ChoiceGroup/SelectedAnswers/8}

Comments TPE 3: ${Q53/ChoiceTextEntryValue}

**TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

1. The candidate locates and applies information about students for instructional planning purposes. -- ${Q54/ChoiceGroup/SelectedAnswers/1}

2. The candidate understands and applies knowledge of child development to help inform instructional planning for students. -- ${Q54/ChoiceGroup/SelectedAnswers/2}

3. The candidate implements instruction and assessments that reflects interconnectedness of academic content areas. -- ${Q54/ChoiceGroup/SelectedAnswers/3}

4. The candidate plans, designs, implements, and monitors instruction. -- ${Q54/ChoiceGroup/SelectedAnswers/4}

5. The candidate promotes student success by providing opportunities for students to advocate for strategies that meet their individual learning needs. -- ${Q54/ChoiceGroup/SelectedAnswers/5}

6. The candidate accesses resources for planning and instruction. -- ${Q54/ChoiceGroup/SelectedAnswers/6}

7. The candidate plans instruction that promotes a range of communication strategies that encourage student participation in learning. -- ${Q54/ChoiceGroup/SelectedAnswers/7}

8. The candidate uses digital tools and learning technologies across learning environments. -- ${Q54/ChoiceGroup/SelectedAnswers/8}

Comments TPE 4: 
${Q57/ChoiceTextEntryValue}

**TPE 5: Assessing Student Learning**

1. The candidate applies knowledge to design and administer classroom assessments. -- ${Q19/ChoiceGroup/SelectedAnswers/1}

2. The candidate collects and analyzes assessment data to plan and modify instruction. --
3. The candidate involves all students in self-assessment and reflection on their learning goals. --
4. The candidate uses technology to support assessment. --
5. The candidate uses assessment information in a timely manner to assist students and families in understanding student progress. --
6. The candidate uses assessment data to establish learning goals and modify instruction. --

Comments TPE 5:

TPE 6: Developing as a Professional Educator

1. The candidate reflects on their own teaching practice to plan and implement instruction that can improve student learning. --
2. The candidate recognizes their own values and biases and exhibit positive dispositions toward all students and colleagues. --
3. The candidate establishes personal learning goals and makes progress to improve practice by engaging in communication with colleagues. --
4. The candidate demonstrates how to involve other adults and to communicate effectively with peers and colleagues. --
5. The candidate demonstrates professional responsibility for all aspects of student learning and classroom management. --
6. The candidate understands professional roles and responsibilities as mandated reporters. --
7. The candidate critically analyzes how context of public education in California affects governance and finance. --

TPE 6 Comments: 
Final Comments: ${Q47/ChoiceTextEntryValue}

Student Signature: _____________________________________________________

Supervisor/ Cooperating Teacher Signature: ______________________________
Q50 This summary on the previous page was created for you to print and share with your student or keep for your records.

If you did not print out the summary on the previous page, please use the Back button to go back to the summary page and please print that page out now.

By clicking NEXT at the bottom of the page, you will submit this evaluation and will not be able to go back and print the summary page.

Please click YES to indicate you understand that you will not be able to print the summary page again after this page.

☐ YES (1)

End of Block: Default Question Block