



## **Multiple Subject Credential Program**

*Signature Assignment for EDEL 482*

*Student Teacher Evaluations*

### **Student Learning Outcome(s) Assessed:**

SLO #6: Developing as a Professional Educator

*TPE 12: Professional, Legal, and Ethical Obligations*

*TPE 13: Professional Growth*

### **Description of the Signature Assignment**


Formative and summative student teacher evaluations (SB 2042).

### **Directions for Students**

The student teacher evaluation is to be completed at the mid-point and final-point of the student teaching assignment. Additional evaluations may be administered as needed. A three-way conference with the student teacher, master teacher, and university supervisor is expected to be held to discuss the evaluation.

*See sample evaluation form below.*

## "SLO 6- Developing as a professional educator- MSCP Student Teachers Evaluation Form"

 = Response is required

### Student Teaching Evaluation

Student Teaching Evaluation (SB 2042) Multiple Subject Credential Program (Midterm and Final Evaluation Form)

This evaluation is to be completed at the mid-point and final-point of the student teaching assignment. Additional evaluations may be administered as needed. A three-way conference with the student teacher, master teacher, and university supervisor is expected to be held to discuss the evaluation.

 **Evaluator filling out this form**

*No answer specified*

 **University Supervisor's or Alternate's Name**

*No answer specified*

 **Master Teacher's Name**

*No answer specified*

 **Term**

*No answer specified*

 **Year**

*No answer specified*

 **Assignment**

*No answer specified*

 **Evaluation**

*No answer specified*

 **District**

*No answer specified*

 **School**

*No answer specified*

 **Grade Level**

*No answer specified*

### Evaluation

The student teacher is evaluated based on the continua to denote developmental growth in the six areas of the California Standards for the Teaching Profession and the 13 Teaching Performance Expectations (TPEs) according to a 4 point rubric.

\*Evidence comes in at least 3 forms: observations, conferences and documents.

\*Evaluators should assess the candidates as student teachers; they should not be compared with experienced members of the teaching profession.

\*N/A=NOT AVAILABLE AT THIS TIME: Evidence not observed or not available at this time. Should not be construed as a negative score on the Mid-Term Evaluation

**✱ CSTP 1- Engaging and supporting all students in learning**

N/A=NOT AVAILABLE AT THIS TIME

**Response Legend:**

**1** = (N/C) Not Consistent: Fails to achieve entry-level competence **2** = (D) Developing Beginning Practice **3** = (P) Proficient Beginning Practice **4** = (E) Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME

	1	2	3	4	N/A
1-Connects students' prior knowledge, life experience, and interests with learning goals; [TPEs 4,5,6,7]					
2-Uses a variety of instructional strategies and resources, including paraprofessionals for diverse language learners (SDAIE, DAP); [TPEs 4,5,6,7]					
3-Facilitates learning experiences that promote autonomy, interaction, choice and points of view; [TPEs 4,5,6,7]					
4-Teaches subject matter, skills, problem solving, and critical thinking through meaningful learning activities; [TPEs 4,6,7]					
5-Promotes self-directed, reflective learning; [TPEs 4,5,6]					

**✱ CSTP 2- Creating and Maintaining an Effective Environment for Students**

N/A= NOT AVAILABLE AT THIS TIME.

**Response Legend:**

**1** = (N/C) Not Consistent: Fails to achieve entry-level competence **2** = (D) Developing Beginning Practice **3** = (P) Proficient Beginning Practice **4** = (E) Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME.

	1	2	3	4	N/A
1-Uses the physical environment, staff, faculty, parents and others to support instruction; [TPE 10]					
2-Establishes a climate of fairness and respect ; [TPE 11]					
3-Uses classroom management procedures and routines that support learning, discipline plan if necessary; [TPEs 10, 11]					
4-Establishes and maintains standards for appropriate behavior for all students; [TPEs 11]					
5-Promotes social development and personal responsibility in independent and group learning; [TPE 11]					
6-Uses instructional time effectively; manages transitions; [TPE 10]					

**✱ CSTP 3- Understanding and Organizing Subject Matter Knowledge for Student Learning**

N/A= NOT AVAILABLE AT THIS TIME.

**Response Legend:**

**1** = (N/C) Not Consistent: Fails to achieve entry-level competence **2** = (D) Developing Beginning Practice **3** = (P) Proficient Beginning Practice **4** = (E) Exceptional Beginning Practice; N/A= NOT AVAILABLE AT THIS TIME.

	1	2	3	4	N/A
1-Demonstrates knowledge of subject matter, content standards and specialized strategies; [TPE 1]					
2-Organizes curriculum to support understanding of subject matter; [TPE 1]					
3-Integrates ideas and information within and across subject matter areas; [TPE 1]					
4-Develops understanding of subject matter through appropriate instructional strategies to make content concrete; [TPE 1]					
5-Uses materials, resources, and technologies to make subject mater accessible and makes connections to life/careers; [TPE 1]					

**✱ CSTP 4- Planning Instruction and Designing Learning Experiences for All Students**

N/A= NOT AVAILABLE AT THIS TIME.

**Response Legend:**

**1 = (N/C) Not Consistent:** Fails to achieve entry-level competence **2 = (D) Developing Beginning Practice** **3 = (P) Proficient Beginning Practice** **4 = (E) Exceptional Beginning Practice;** N/A= NOT AVAILABLE AT THIS TIME.

	1	2	3	4	N/A
1-Draws on and values students' backgrounds, families, interests, and developmental learning needs including language acquisition levels; [TPEs 8,9]					
2-Establishes and articulates appropriate learning objectives; [TPEs 8,9]					
3-Develops, sequences, and modifies instructional activities and materials for maximal learning; [TPEs 8,9]					
4-Designs long and short-term plans to support learning; [TPE 9]					
5-Plans for appropriate SDAIE strategies utilizing support personnel; [TPE 9]					
6-Creates challenging expectations and emphasizes higher order thinking; [TPE 9]					

**✱ CSTP 5- Assessing Student Learning**

N/A= NOT AVAILABLE AT THIS TIME.

**Response Legend:**

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	1	2	3	4	N/A
1-Establishes appropriate learning goals for all students; [TPE 2]					
2-Uses multiple sources of information (including informal) to assess development and learning; reteaches if necessary; [TPEs 2, 3]					
3-Involves and guides students in assessing their own learning; [TPE 3]					
4-Uses assessment of student progress to guide instruction; [TPE 2]					
5-Communicates with students, families, and other audiences about student progress; maintains accurate records; [TPE 3]					
6-Familiarizes students with standardized tests; [TPE 3]					

**✱ CSTP 6- Developing as a Professional Educator**

N/A= NOT AVAILABLE AT THIS TIME.

**Response Legend:**

**1 = (N/C) Not Consistent:** Fails to achieve entry-level competence **2 = (D) Developing Beginning Practice** **3 = (P) Proficient Beginning Practice** **4 = (E) Exceptional Beginning Practice;** N/A= NOT AVAILABLE AT THIS TIME.

	1	2	3	4	N/A
1-Demonstrates competence in oral and written communication; [TPE 13]					
2-Improves teaching and learning through reflection; [TPEs 12, 13]					
3-Honors legal/professional obligations and follows regulations; [TPE 12]					
4-Models and encourages ethical behavior; [TPE 12]					
5-Pursues opportunities to contribute and grow professionally; [TPE 12]					
6-Demonstrates strong self-esteem, flexibility, and positive response to constructive feedback; interacts professionally with colleagues; [TPE 13]					
Exhibits dependability, initiative, enthusiasm, professionalism and moral fitness; [TPE 12]					

**\* Overall Effective Teaching**

**Response Legend:**

**1** = (N/C) Not Consistent: Fails to achieve entry-level competence **2** = (D) Developing Beginning Practice **3** = (P) Proficient Beginning Practice **4** = (E) Exceptional Beginning Practice

	1	2	3	4
Demonstrates Overall Effective Teaching				

**Demonstrates Overall Effective Teaching**

*No answer specified*

**\* Comments and Recommendations:**

*No answer specified*