Secondary Education Cooperative Teacher Education Program (SECTEP)

STUDENT TEACHING FINAL EVALUATION

Distribution: Candidate collects from University Supervisor and Master/Mentor Teachers and submits to Seminar Instructor who forwards to SECTEP Coordinator. Candidate should keep a copy for professional records.

CHECK ONE:  □ UNIVERSITY SUPERVISOR  □ MASTER/MENTOR TEACHER

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SUBJECT MATTER AREA</th>
<th>CWID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate candidate proficiency for each of the Teacher Performance Expectation Standards (TPEs) according to the following criteria. Detailed descriptions and sample indicators for each TPE are found at on the following page and at http://ed.fullerton.edu/SecEd/TPA/TPEs.htm.

<table>
<thead>
<tr>
<th>Teaching Performance Expectation</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>A. Making Subject Matter Comprehensible to Students</td>
<td>Distinguished</td>
</tr>
<tr>
<td>1B Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

B. Assessing Student Learning

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Monitoring Student Learning During Instruction</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Interpretation and Use of Assessments</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

C. Engaging and Supporting Students in Learning

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Making Content Accessible</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Student Engagement</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Developmentally Appropriate Practices in Grades 4-8, 9-12</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Teaching English Learners</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

D. Planning Instruction /Designing Learning Experiences

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Learning about Students</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Instructional Planning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Add your comments here.
### E. Creating/Maintaining Effective Environments

<table>
<thead>
<tr>
<th></th>
<th>Instructional Time</th>
<th></th>
<th></th>
<th></th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>Social Environment</th>
<th></th>
<th></th>
<th></th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add your comments here.

### F. Developing as a Professional Educator

<table>
<thead>
<tr>
<th></th>
<th>Professional, Legal, and Ethical Obligations</th>
<th></th>
<th></th>
<th></th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add your comments here.

<table>
<thead>
<tr>
<th></th>
<th>Professional Growth</th>
<th></th>
<th></th>
<th></th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add your comments here.

---

**Name of Candidate**

**Signature of Candidate and Date**

---

**Name of Evaluator**

**Signature of Evaluator and Date**
The candidate is considered to be “skilled” if he/she:

TPE 1: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
- teaches the state-adopted academic content standards for students in their content area (Grades 7-12)
- strategically plans and schedules instruction to ensure that students meet or exceed the standards
- enables students to learn and use analytic thinking skills in their content area

TPE 2: Monitoring Student Learning During Instruction
- uses progress monitoring during instruction to determine if students are progressing toward achieving content standards
- paces instruction and re-teaches content based on evidence gathered using assessment strategies
- anticipates, checks for, and addresses common student misconceptions and misunderstandings
- teaches students how to comprehend the complexity of writing forms and English-language conventions

TPE 3: Interpretation and Use of Assessments
- understands and uses a variety of informal, formal, formative, and summative assessments to determine students’ progress and plan instruction
- appropriately implements the state-adopted student assessment program
- uses multiple measures, including information from families, to assess student knowledge, skills, and behaviors
- uses specialized assessments based on students’ needs
- teaches students how to use self-assessment strategies and give students specific, timely feedback on their learning
- familiarizes students with and administer standardized tests, making accommodations for students with special needs
- interprets assessment results of individuals and groups, including English learners, to develop and modify instruction
- explains, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived

TPE 4: Making Content Accessible
- incorporates specific strategies, teaching/instructional activities, procedures and experiences that address academic content standards
- uses instructional materials to reinforce state-adopted academic content standards
- prioritizes and sequences essential skills and strategies in a logical, coherent manner
- varies instructional strategies according to purpose and lesson content
- provides opportunities and adequate time for students to practice and apply what they have learned
- develops student skills in using and understanding academic language
- teaches students strategies to read and comprehend a variety of texts and information sources in the subjects taught
- encourages student creativity and imagination and motivate students and encourage student effort
- balances instruction by adjusting lesson designs relative to students’ current level of achievement

TPE 5: Student Engagement
- clearly communicates instructional objectives to students and ensure that students understand what they are to do
- ensures the active and equitable participation of all students and encourage students to share and examine viewpoints
- monitors student progress toward academic goals
- uses community resources, student experiences, and applied learning activities to make instruction relevant
- extends the intellectual quality of student thinking by asking stimulating questions and challenging student ideas
- teaches students to respond to and frame meaningful questions

TPE 6: Developmentally Appropriate Teaching Practices
- provides intensive support for students who lack basic skills as defined in state-adopted academic content standards
- designs learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills
- helps students develop learning strategies to cope with increasingly challenging academic curriculum
- assists students in developing and practicing strategies for managing time, completing assignments, and group work
- builds on peer relationships and support students in trying new roles and responsibilities in the classroom
- communicates course goals, requirements, and grading criteria to students and families
- helps students to understand connections between the curriculum and life beyond high school
- understands adolescence as a period of intense social peer pressure to conform

TPE 7: Teaching English Learners
- applies pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners
- implements a program that facilitates English language development, including reading, writing, listening and speaking skills
- uses information about students’ assessed levels of English and first language literacy to differentiate instruction
- collaborates with specialists and para-educators to support English language development
- selects instructional materials and strategies to develop students’ abilities to comprehend and produce English
- uses English that extends students’ current level of development yet is still comprehensible
- applies pedagogical theories and practices for the development of academic language, comprehension, and knowledge in core subjects
- uses systematic instructional strategies, including contextualizing key concepts, to make curriculum content comprehensible

TPE 8: Learning about Students
- draws upon knowledge of child and adolescent development to understand their students
- uses formal and informal methods to assess students’ prior mastery of academic language abilities, content knowledge, and skills
- encourages parents to become involved and support their efforts to improve student learning
- understands how multiple factors, including gender and health, can influence students’ behavior
- identifies students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning
- plans instruction that is in accordance with state-adopted academic content standards for students
- establishes clear long- and short-term goals for student learning, based on state and local standards and students’ current levels of achievement
- uses explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations
- understands the purposes, strengths and limitations of a variety of instructional strategies
- sequences instruction so the content to be taught connects to preceding and subsequent content
- selects or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs
- connects the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- accommodates varied student needs through differentiated instruction

TPE 10: Instructional Time
- allocates instructional time to maximize student achievement in relation to state-adopted academic content standards
- establishes procedures for routine tasks and manage transitions to maximize instructional time

TPE 11: Social Environment
- develops and maintains clear expectations for academic and social behavior
- promotes student effort and engagement and create a positive climate for learning
- writes and implements a student discipline plan
- establishes rapport with all students and their families for supporting academic and personal success
- helps students learn to work responsibly with others and independently

TPE 12: Professional, Legal, and Ethical Obligations
- takes responsibility for student academic learning outcomes
- appropriately manages their professional time spent in teaching responsibilities to ensure that academic goals are met
- understands California and federal laws pertaining to the education of English learners, gifted, and individuals with disabilities
- identifies suspected cases of child abuse, neglect, or sexual harassment
- maintains a non-hostile classroom environment
- implements school and district policies and state and federal law regarding inappropriate or violent student behavior
- honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- demonstrates awareness of and act in accordance with ethical considerations
- honors all laws relating to professional misconduct and moral fitness

TPE 13: Professional Growth
- evaluates his/her teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards
- improves their teaching practices by engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies
- uses reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness