

# Cal Poly Pomona Mid-Term Evaluation

Please refer to full text of Teacher Performance Expectations.

Student Name: \_\_\_\_\_

Bronco ID: \_\_\_\_\_

Univ. Supervisor/ Coop. Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

4	Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate's work. Required no additional support.
3	Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate's work. Rarely required additional support.
2	Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate's work. Required some additional support.
1	Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate's work. Cannot meet standard even with additional support.
NE	No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.

## TPE 1: Engaging and Supporting All Students in Learning

Descriptor	Score
1. Apply knowledge of students' interests, needs, and backgrounds to engage them in learning and communicate progress with parents as needed.	
2. Promote critical thinking and active learning by connecting subject matter to real-life contexts, and using inquiry and reflection to adjust instruction.	
3. Use principles of UDL and MTSS to support access to the curriculum and environment for all learners.	
4. Use research-based approaches to support instructional and linguistic needs of students acquiring Standard English, with a disability, or both.	

Comments:

## TPE 2: Creating and Maintaining Effective Environments for Student Learning

Descriptor	Score
1. Use positive intervention and culturally responsive practices to encourage positive interactions among students and reflect diverse perspectives.	
2. Use content-specific pedagogy to design, implement, and monitor disciplinary and cross-disciplinary learning; engage students in using multiple means of representing knowledge.	
3. Adapt and modify academic language instruction to support all students' access to standards-based content; employ diverse resources and technology.	
4. Establish and maintain clear expectations for positive classroom behavior and student interactions with teacher and peers.	

Comments:

## TPE 3: Understanding and Organizing Subject Matter for Student Learning

Descriptor	Score
1. Use knowledge about students, standards, and objectives to organize curriculum and promote understanding of subject.	
2. Establish and maintain inclusive and safe learning environments, and address instances of intolerance among students.	
3. Maintain high expectations for learning and clear expectations for positive classroom behavior.	
4. Apply technology standards to develop students' digital literacy, support their learning, and promote digital citizenship.	

Comments:

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

Descriptor	Score
1. Plan short- and long-term learning using knowledge of typical and atypical child development and data about academic status, learning goals, EL proficiency, and cultural background.	
2. Access appropriate resources to design and implement instruction that reflects the connections between disciplines and development of competencies across the curriculum.	
3. Provide opportunities for students to evaluate their own progress, advocate for their individual needs, and successfully participate in transition plans.	
4. Apply contemporary understandings of the role of language, interaction, and participation to promote a range of communication strategies and participation structures to facilitate learning.	

**Comments:****TPE 5: Assessing Student Learning**

Descriptor	Score
1. Apply knowledge of the purposes, characteristics, and uses of assessments to establish learning goals, and to plan, differentiate, make accommodations and/or modify instruction.	
2. Collect and analyze assessment data from multiple measures to plan and modify instruction, document learning, and assist students and families in understanding student progress.	
3. Work with specialists to interpret assessment results to distinguish between various types of English learners, and identify their level of academic proficiency in English to inform instruction.	
4. Involve students in self-assessment and reflection on learning goals and progress, and provide students with opportunities to revise or reframe work based on assessment feedback.	

**Comments:****TPE 6: Developing as a Professional Educator**

Descriptor	Score
1. Recognize their own values and biases and their potential effect on instruction, and mitigate any negative impact; exhibit positive dispositions toward students, families, and colleagues.	
2. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
3. Demonstrate professional and ethical conduct for all aspects of learning and classroom management, and policies regarding privacy, health, and safety of students and families.	
4. Enact professional responsibilities as mandated reporters and comply with all related laws, including the responsible use of social media and other digital platforms and tools.	

**Comments:**

Student Signature

Date

Univ. Sup./ Coop. T. Signature

Date

# California Teaching Performance Expectations (TPEs)

TPE 1	Engaging and Supporting All Students in Learning
1.	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2.	Maintain 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.	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4.	Use 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.
5.	Promote 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.	Provide 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 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.
7.	Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8.	Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
TPE 2	Creating and Maintaining Effective Environments for Student Learning
1.	Promote 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.
2.	Create learning environments (i.e., traditional, blended, and online) 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, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4.	Know how to access resources to support students, including those 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.

TPE 3	Understanding and Organizing Subject Matter for Student Learning
1.	Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2.	Use 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.
3.	Plan, design, implement, and monitor 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. <sup>1</sup>
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.
5.	Adapt 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.
6.	Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7.	Model and develop 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.
8.	Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

<sup>1</sup> See Subject-Specific Pedagogical Skills in Section 2 for reference.

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<b>TPE 4</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>
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 birth through adolescence to help inform instructional planning and learning experiences 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 that include: <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• appropriate modifications for students with disabilities in the general education classroom;</li> <li>• opportunities for students to support each other in learning; and</li> <li>• use of community resources and services as applicable.</li> </ul>
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, and 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.

<b>TPE 5</b>	<b>Assessing Student Learning</b>
1.	Apply knowledge of the purposes, characteristics, and appropriate uses 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 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 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 whose first language is English, English learners, Standard English learners, 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, as applicable, and use this information in planning instruction.
8.	Use 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 instruction.
<b>TPE 6</b>	<b>Developing as a Professional Educator</b>
1.	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2.	Recognize 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, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
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 responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
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.