

## CLOSURE CONFERENCE

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

Completed by: \_\_\_\_\_ (Signature) \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Candidate      | <input type="checkbox"/> Supervised Teaching I      |
| <input type="checkbox"/> Supervisor     | <input type="checkbox"/> Supervised Teaching II     |
| <input type="checkbox"/> Master Teacher | <input type="checkbox"/> Supervised Teaching III/IV |

### DEFINITION OF TERMS

**Beginning:** is aware of, or is beginning to develop the practices described in this standard

**Developing:** is moving toward more self-direction and independence in his/her practice

**Maturing:** is building competence in this standard

**Integrating:** is building competence in this standard, can teach independently and is becoming a reflective practitioner

**Directions:** *Read across each element of the standards from left to right. Select the descriptor/s that best describe current practice. All descriptors are cumulative. For example, to score Maturing, you must meet all prior descriptors; Beginning, Developing and Maturing. This will serve as a guide for self-reflection, conversation and goal setting.*

This assessment is designed to monitor growth in *The California Teacher Performance Expectations*, and *The California Program Standards*

# TEACHER PERFORMANCE EXPECTATION 1

## A. Making Subject Matter Comprehensible to Students

### a. Demonstrating pedagogical skills; subject matter content , student learning and development

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|--|---|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Has a basic knowledge of subject matter, student development and language demands of students | <input type="checkbox"/> <b>Developing:</b> Uses knowledge of subject matter to identify key concepts and academic language | <input type="checkbox"/> <b>Maturing:</b> Uses knowledge of subject matter and language demands to support student learning | <input type="checkbox"/> <b>Integrating:</b> Uses knowledge of subject matter and academic language demands to support student cognitive and linguistic abilities |
|--|---|---|---|

### b. Planning and scheduling instruction to ensure that students meet or exceed the standards

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Uses knowledge of curriculum to support students understanding of core concepts | <input type="checkbox"/> <b>Developing:</b> Uses knowledge of subject matter to connect to students' understanding of key concepts | <input type="checkbox"/> <b>Maturing:</b> Uses units/themes to facilitate students' understanding of content standards and frameworks | <input type="checkbox"/> <b>Integrating:</b> Uses the curriculum to coordinate content standards within and across subject matter |
|--|--|---|---|

### c. Interrelating ideas and information within and across subject matter areas

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Focuses on core curriculum and skills | <input type="checkbox"/> <b>Developing:</b> Identifies some key concepts and relates content to previous learning | <input type="checkbox"/> <b>Maturing:</b> Relates content to previous learning for the purpose of extending students' understanding | <input type="checkbox"/> <b>Integrating:</b> Integrates curriculum themes within and across standards |
|--|---|---|---|

### d. Developing student understanding through instructional strategies that are appropriate to the subject matter

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Uses instructional strategies to support subject matter and/or concepts | <input type="checkbox"/> <b>Developing:</b> Uses instructional strategies to make the content accessible to students | <input type="checkbox"/> <b>Maturing:</b> Uses instructional strategies to challenge students to think critically | <input type="checkbox"/> <b>Integrating:</b> Uses instructional strategies to assist students to individually construct their own knowledge |
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### e. Using materials, resources, and technologies to make subject matter accessible to students

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|--|---|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Uses instructional materials to present concepts and support the curriculum | <input type="checkbox"/> <b>Developing:</b> Uses instructional materials to promote an understanding of content | <input type="checkbox"/> <b>Maturing:</b> Selects instructional materials and technologies to support the curriculum and to reflect diverse learning styles | <input type="checkbox"/> <b>Integrating:</b> Selects instructional strategies that reflect linguistic and cultural diversity of students |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1      2      3      4

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## TEACHER PERFORMANCE EXPECTATIONS 2 AND 3

### B. Assessing Student Learning

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#### a. Pacing instruction and reteaching content based on evidence gathered by using an assessment

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|---|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Pacing is inadequate and there is little connection between assessments and reteaching | <input type="checkbox"/> <b>Developing:</b> Makes reasonable attempts to match assessment results to pacing and reteaching | <input type="checkbox"/> <b>Maturing:</b> Provides clear connections between reteaching strategies and assessment results | <input type="checkbox"/> <b>Integrating:</b> Uses pacing and reteaching and uses assessment strategies such as questioning students and monitoring student work to allow students to develop a deeper understanding of content |
|---|--|---|--|

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#### b. Understanding and using multiple assessments, formal, informal and information from families

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|---|--|--|--|
| <input type="checkbox"/> <b>Beginning:</b> Uses one or two sources of information to assess learning and monitor progress | <input type="checkbox"/> <b>Developing:</b> Uses several assessments to monitor student progress | <input type="checkbox"/> <b>Maturing:</b> Uses several appropriate assessment strategies to identify patterns of student skills, errors and progress | <input type="checkbox"/> <b>Integrating:</b> Uses multiple assessments to guide long and short-term planning |
|---|--|--|--|

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#### c. Teaching students how to use self assessment strategies

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|---|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Checks and monitors work in progress | <input type="checkbox"/> <b>Developing:</b> Encourages some student reflection and provides opportunities for students to be involved in correcting student work | <input type="checkbox"/> <b>Maturing:</b> Guides student reflection and self-assessment in most learning activities | <input type="checkbox"/> <b>Integrating:</b> Integrates student self-assessment and reflection to guide planning and lessons |
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#### d. Using the results of assessments to develop and modify instruction

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|--|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Uses the required assessments | <input type="checkbox"/> <b>Developing:</b> Uses information from a range of assessments to plan or guide activities | <input type="checkbox"/> <b>Maturing:</b> Uses information from a variety of assessments to target individual student needs | <input type="checkbox"/> <b>Integrating:</b> Uses information from assessments to identify student understanding and adjust teaching during a lesson |
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#### e. Communicates with students, families, and other audiences about student progress

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|--|---|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Provides students with information about their progress | <input type="checkbox"/> <b>Developing:</b> Provides students with information about their progress as they engage in learning activities | <input type="checkbox"/> <b>Maturing:</b> Provides students with information about learning in ways that improve understanding and encourage academic progress | <input type="checkbox"/> <b>Integrating:</b> Able to explain to students and their families academic and behavioral strengths and areas for academic growth |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1      2      3      4

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## TEACHER PERFORMANCE EXPECTATIONS 4, 5, 6, AND 7

### C. Engaging and Supporting Students in Learning

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#### a. Connecting students' prior knowledge, life experiences, and interests with learning goals

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|---|--|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Makes few connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> <b>Developing:</b> Asks questions to make some connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> <b>Maturing:</b> Makes substantial connections between what the students' already know and the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> <b>Integrating:</b> Uses questions and activities to extend student's abilities to integrate what they know with the learning objectives |
|---|--|--|---|
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#### b. Using a variety of instructional strategies and resources to respond to students' diverse needs

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|--|---|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Uses a few instructional strategies | <input type="checkbox"/> <b>Developing:</b> Uses instructional strategies that are appropriate to students' needs and instructional goals | <input type="checkbox"/> <b>Maturing:</b> Elicits student participation through a variety of instructional strategies that are largely appropriate to students' academic and linguistic needs | <input type="checkbox"/> <b>Integrating:</b> Uses a variety of instructional strategies and differentiates learning to accommodate students' diverse learning styles |
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#### c. Facilitating learning experiences that promote autonomy, interaction and choice

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|---|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Directs the learning experiences | <input type="checkbox"/> <b>Developing:</b> Directs the learning experiences and allows limited student autonomy, interaction, or choice | <input type="checkbox"/> <b>Maturing:</b> Facilitates the learning experiences using individual and group instruction | <input type="checkbox"/> <b>Integrating:</b> Uses a variety of learning experiences to assist students in making appropriate choices for learning |
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#### d. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

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|---|--|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Focuses the questions on fact and key concepts to support learning in subject matter | <input type="checkbox"/> <b>Developing:</b> Provides opportunities for students to engage in problem solving, analysis, or inquiry | <input type="checkbox"/> <b>Maturing:</b> Provides support for students to engage in problem solving, analysis, or inquiry within or across subject matter areas | <input type="checkbox"/> <b>Integrating:</b> Facilitates regular opportunities for students to initiate problem solving, analysis, or inquiry within or across subject matter areas |
|---|--|--|---|
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#### e. Promoting self-directed, reflective learning for all students

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|---|--|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Directs learning opportunities and assistance is provided as requested by students | <input type="checkbox"/> <b>Developing:</b> Directs students' learning and provides some opportunities for students to reflect on their progress | <input type="checkbox"/> <b>Maturing:</b> Supports students' in developing the skills needed to monitor their own learning | <input type="checkbox"/> <b>Integrating:</b> Structures learning activities that enable students to demonstrate, monitor, and reflect on progress |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

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## TEACHER PERFORMANCE EXPECTATIONS 8 AND 9

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

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#### a. Drawing on and valuing students' backgrounds, interests and developmental learning needs

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|---|---|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Plans include available resources, curriculum outlines and content standards | <input type="checkbox"/> <b>Developing:</b> Plans are partially drawn from information about students' backgrounds, interests and experiences | <input type="checkbox"/> <b>Maturing:</b> Plans reflect students' developmental needs to support learning | <input type="checkbox"/> <b>Integrating:</b> Plans build upon students' prior knowledge, interests, instructional and linguistic needs |
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#### b. Establishing and articulating goals for student learning

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|--|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Goals for lessons are explained to students | <input type="checkbox"/> <b>Developing:</b> Goals and expectations for learning are communicated to students | <input type="checkbox"/> <b>Maturing:</b> Goals are linked to instructional activities and high expectations are maintained | <input type="checkbox"/> <b>Integrating:</b> Goals address students' language levels, home experiences, and school expectations |
|--|--|---|---|
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#### c. Developing and sequencing instructional activities and materials for student learning

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|---|---|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Lessons and materials are appropriate to the students and/or learning goals and available resources are utilized | <input type="checkbox"/> <b>Developing:</b> Lessons and materials are logically sequenced and connected | <input type="checkbox"/> <b>Maturing:</b> Lessons and materials make content and concepts relevant and considers linguistic and instructional needs | <input type="checkbox"/> <b>Integrating:</b> Lessons are sequenced to subject matter complexity and interrelatedness to ensure student learning |
|---|---|---|---|
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#### d. Designing short-term and long-term plans to enhance student learning

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|---|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Plans for daily lessons and activities are only based on available materials | <input type="checkbox"/> <b>Developing:</b> Plans for daily and sequential lessons use required lesson plan format | <input type="checkbox"/> <b>Maturing:</b> Daily and sequential plans explain content clearly and promote conceptual understanding | <input type="checkbox"/> <b>Integrating:</b> Plans for daily and sequential lessons integrate goals, content standards and learning activities |
|---|--|---|--|
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#### e. Modifying instructional plans to adjust for student needs

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|---|---|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Plans are followed | <input type="checkbox"/> <b>Developing:</b> Plans are modified to address some components of the lesson | <input type="checkbox"/> <b>Maturing:</b> Plans incorporate assessment results to inform modifications of lessons in advance | <input type="checkbox"/> <b>Integrating:</b> Plans are modified to enhance student learning based on formal and informal assessment on an ongoing basis |
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

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# TEACHER PERFORMANCE EXPECTATIONS 10 AND 11

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

### a. Creating a physical environment that engages all students

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|---|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> The physical environment is arranged for teacher accessibility and/or visibility of students | <input type="checkbox"/> <b>Developing:</b> The physical environment is arranged for safety and accessibility of materials | <input type="checkbox"/> <b>Maturing:</b> The physical environment ensures safety, accessibility, and facilitating student engagement in learning | <input type="checkbox"/> <b>Integrating:</b> The physical environment is designed to accommodate involvement in individual and group learning |
|---|--|---|---|

### b. Establishing a climate that promotes fairness and respect

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Establishes rapport with individual students | <input type="checkbox"/> <b>Developing:</b> Uses some strategies to respond to inappropriate behavior | <input type="checkbox"/> <b>Maturing:</b> Encourages students to take risks; responses to inappropriate behavior are equitable | <input type="checkbox"/> <b>Integrating:</b> Maintains a caring and respectful climate and supports students in developing skills to respond to inequity and disrespect |
|---|---|--|---|

### c. Promoting social development and group responsibility

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|--|--|--|--|
| <input type="checkbox"/> <b>Beginning:</b> Encourages students' social development, self-esteem, and respect for diversity | <input type="checkbox"/> <b>Developing:</b> Uses some strategies to develop students' individual and group responsibilities that promote student effort and engagement | <input type="checkbox"/> <b>Maturing:</b> Provides opportunities for student leadership in large and small groups that creates a positive climate for learning | <input type="checkbox"/> <b>Integrating:</b> Supports students in developing skills that promote responsibility to the classroom community |
|--|--|--|--|

### d. Establishing and maintaining standards for student behavior

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> <b>Beginning:</b> Responds to disruptive behavior during a lesson | <input type="checkbox"/> <b>Developing:</b> Promotes and supports positive behaviors and implements the established classroom management plan | <input type="checkbox"/> <b>Maturing:</b> Supports and monitors student behavior and establishes rapport with all students for academic and personal success | <input type="checkbox"/> <b>Integrating:</b> Supports students in monitoring their own and each other's behavior equitably |
|--|---|--|--|

### e. Planning and implementing classroom procedures and routines that support student learning

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|--|--|--|---|
| <input type="checkbox"/> <b>Beginning:</b> Establishes some standards for behavior | <input type="checkbox"/> <b>Developing:</b> Implements procedures and routines for most activities | <input type="checkbox"/> <b>Maturing:</b> Monitors students' behavior in following procedures and routines | <input type="checkbox"/> <b>Integrating:</b> Uses strategies to assist students in developing and maintaining equitable routines and procedures |
|--|--|--|---|

### f. Using instructional time effectively

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> <b>Beginning:</b> Pacing results in loss of instructional time | <input type="checkbox"/> <b>Developing:</b> Pacing provides most students time to complete learning activities, and transitions are timely | <input type="checkbox"/> <b>Maturing:</b> Pacing provides time for presentation, completion of learning, and transitions are smooth | <input type="checkbox"/> <b>Integrating:</b> Pacing includes ongoing review and closure of lessons and transitions are integrated in to learning activities |
|---|--|---|---|

Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

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# TEACHER PERFORMANCE EXPECTATIONS 12 AND 13

## F. Developing As a Professional Educator

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### a. Reflecting on teaching practice and planning professional development

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|---|---|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Reflects on specific problems or areas of concern about practice | <input type="checkbox"/> <b>Developing:</b> Reflects on instructional successes and identifies areas for growth | <input type="checkbox"/> <b>Maturing:</b> Reflects on areas of concern about student learning | <input type="checkbox"/> <b>Integrating:</b> Reflects on practice regularly looking at various sources of evidence |
|---|---|---|--|
- 

### b. Working with communities and families to improve professional practice

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> <b>Beginning:</b> Shows respect for students' families and/or their backgrounds | <input type="checkbox"/> <b>Developing:</b> Develops an understanding of students' diverse backgrounds | <input type="checkbox"/> <b>Maturing:</b> Works collaboratively in the school community | <input type="checkbox"/> <b>Integrating:</b> Provides opportunities for families to participate in the classroom |
|--|--|---|--|
- 

### c. Working with colleagues to improve professional practice

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> <b>Beginning:</b> Has a positive attitude in the classroom | <input type="checkbox"/> <b>Developing:</b> Engages in dialogue with colleagues and participates in some school and district learning events | <input type="checkbox"/> <b>Maturing:</b> Identifies district resources in support of student learning | <input type="checkbox"/> <b>Integrating:</b> Demonstrates professional integrity and has an understanding of professional responsibilities |
|---|--|--|--|
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Remarks:

Mark Appropriate Overall Level (1-Beginning, 2-Developing, 3-Maturing, 4-Integrating)

1      2      3      4

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