



PRESERVICE TEACHER RATING SCALE

Candidate _____
Name

School: _____ Grade _____

Check one: Candidate Supervisor Master Teacher

Signature: _____

Date: _____

Teacher Performance Expectations (TPEs):

TPEs of Quality and Effectiveness for Professional Teacher Preparation Programs

Rating

- A. Making Subject Matter Comprehensible to Students (*TPE 1A*) _____
- B. Assessing Student Learning (*TPE 2, 3*) _____
- C. Engaging and Supporting All Students in Learning (*TPE 4, 5, 6, 7*) _____
- D. Planning Instruction and Designing Learning Experiences for All Students (*TPE 8, 9*) _____
- E. Creating and Maintaining Effective Environments for Student Learning (*TPE 10, 11*) _____
- F. Developing as a Professional Educator (*TPE 12, 13*) _____

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PRESERVICE TEACHER RATING SCALE

INSTRUCTIONS FOR ADMINISTRATION

Before beginning the ratings, read the following instructions for completing the rating scale. After you have become familiar with the rating procedure, rate the candidate for each of the *California Teaching Expectations (TPEs)* in the rating packet.

1. Fill in the information relating to the student teaching assignment, candidate name, your name and the date at the top sheet of the packet.
2. Turn to TPE A. Making Subject Matter Comprehensible to Students (*TPE 1A*). Read the general behavior descriptions to the left of the scale. Make a preliminary judgment of the quality of the candidate's classroom behavior by deciding if the teaching behavior seems **most** like the description printed at the bottom, in the middle or at the top of the page.
3. After you have made this preliminary assessment, the next task is to assign a numerical value to the candidate for the TPE. The candidate whose classroom performance on this TPE seems **most** like the general description at the bottom of the page will usually be assigned to a rating between 1.0 (displaying the TPE to a very small degree) and 2.0 (displaying the TPE to a moderate degree). Those whose behavior seems **most** like the middle descriptor will usually receive a rating between 2.0 and 3.0, and those with behavior **most** like the descriptor at the top of the page will usually have a rating between 3.0 and 4.0.
4. Next read the descriptive statements to the right of the scale opposite the general statement you decided seemed most like the candidate, and decide on a numerical value to assign to the candidate. Keep in mind that although these descriptive statements represent a sampling of behaviors, the teaching candidate may not have exhibited exactly any of these behaviors. In deciding on a rating for a candidate, assign a value that represents the kind of behavior that could be expected from the candidate based on your observations and comparison to the descriptive statements. When a decision has been made on a numerical value, enter that number opposite TPE 1 on the first sheet of the packet. Values chosen should be expressed in terms of tenths, for example, 2.4 or 3.7. Since the behaviors that you will be observing for any specific candidate may be similar to those described on the scale but not exactly the same, the value ultimately assigned may not match (and probably should not match) any of those represented by the behavior descriptors indicated on the scale.
5. Finally, turn to TPE B of the packet and repeat the procedure described above for TPEs B, C, D, E and F.

• **A. Making Subject Matter Comprehensible to Students Learning**

TPE 1.A Subject Pedagogical Skills for Multiple Subject

THIS CANDIDATE DEMONSTRATES THE ABILITY TO TEACH THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS WHERE BOTH THE LEARNING OBJECTIVES AND THE ASSESSMENTS FOCUS ON COMPREHENSIVE AND SYSTEMATIC LEARNING	4.0	←	This candidate knows the subject matter thoroughly, and differentiates instruction to meet the needs of all students	
	3.75	←	This candidate uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas	
	3.5	←	This candidate calls on personal knowledge and resource materials to make the lesson relevant to students	
	3.25	←	This candidate's lessons are researched and written, demonstrating the importance of the topic	
THIS CANDIDATE DEMONSTRATES THE LEARNING OBJECTIVES AND ASSESSMENTS WITH AN OVERALL FOCUS ON SYSTEMATIC LEARNING, BUT IS PRIMARILY ONE-DIMENSIONAL				
		3.0	←	This candidate teaches subject matter accurately and uses informal assessment to determine student comprehension
		2.75	←	This candidate teaches subject matter to organize and sequence the curriculum to increase student understanding
		2.5	←	This candidate is clear, exact and comprehensive in the presentation of facts
	2.25		This candidate understands the general content being taught but has difficulty answering specific questions that go beyond the intended instruction	
THIS CANDIDATE DOES NOT ADEQUATELY DEMONSTRATE LEARNING OBJECTIVES AND ASSESSMENTS WITH A CENTRAL FOCUS				
		2.0	←	This candidate lacks in-depth knowledge of subject matter
		1.75		This candidate's lessons provide few examples of the subject matter to which students can relate
	1.5	←	This candidate rarely provides examples of the subject matter to which students can relate	
	1.25	←	This candidate has gaps in background knowledge and gives inaccurate information	
	1.0			

• **B. Assessing Student Learning**

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

THIS CANDIDATE PACES INSTRUCTION AND RETEACHES CONTENT BASED ON EVIDENCE GATHERED THROUGH THE USE AND INTERPRETATION OF VARIOUS ASSESSMENTS	4.0	←	This candidate uses several appropriate assessment strategies to identify patterns of student skills, errors and progress
	3.75	←	This candidate asks critical thinking questions and provides constructive feedback and time for self-assessment
	3.5	←	This candidate analyzes student work to develop and modify instruction
	3.25	←	This candidate uses multiple measures to assess student knowledge, skills and behaviors
	3.0	←	This candidate monitors students for on-task behaviors, evaluates student learning by and intervenes to review and clarify directions
THIS CANDIDATE USUALLY PERCEIVES WHEN STUDENTS ARE NOT ACHIEVING LEARNING OBJECTIVES BUT MAY NOT ALWAYS BE ABLE TO PINPOINT THE SOURCE OF DIFFICULTY	2.75	←	This candidate collects, selects and reflects upon evidence of student learning
	2.5	←	This candidate uses few assessment outcomes when designing an extended learning experience
	2.25	←	This candidate provides students with information about their progress
	2.0	←	This candidate uses the required assessments
THIS CANDIDATE PRIMARILY MONITORS STUDENT'S KNOWLEDGE AND PROGRESS BY ASKING SURFACE-LEVEL QUESTIONS AND DOES USE THIS INFORMATION TO PLAN FUTURE LESSONS	1.75	←	This candidate assumes that students understand the concepts and have learned from the lesson without checking for understanding
	1.5	←	This candidate evaluates the work of students but does not communicate the results in any way nor utilize the information in planning future lessons
	1.25	←	This candidate does not monitor student understanding, expecting them to complete an assignment independently when many are not ready
	1.0	←	This candidate does not assess student work

• **C. Engaging and Supporting Students in Learning**

TPE 4. Making Content Accessible

TPE 5. Student Engagement

TPE 6. Developmentally Appropriate Teaching Practices

TPE 6A. Developmentally Appropriate Teaching Practices in Grades K–3

TPE 6B. Developmentally Appropriate Teaching Practices in Grades 4–8

TPE 7. Teaching English Learners

THIS CANDIDATE USES A VARIETY OF INSTRUCTIONAL STRATEGIES AND DIFFERENTIATES LEARNING TO ACCOMMODATE STUDENTS' DIVERSE LEARNING STYLES	4.0	←	This candidate uses a variety of instructional materials and strategies that are explicit and reflect attention to students with diverse characteristics, learning needs and /or language
	3.75	←	This candidate accommodates a wide range of abilities with a simplified, clear, creative and interesting delivery
	3.5	←	This candidate provides instruction differentiated to students' language abilities
	3.25	←	This candidate uses strategies that reflect attention to student backgrounds, learning needs and/or language needs
	3.0	←	This candidate gives directions and instructions in several different ways and provides options for students in completing the assignment
THIS CANDIDATE TEACHES FROM GRADE LEVEL TEXTS AND TEACHES THE BASIC SKILLS AS DEFINED IN STATE-ADOPTED ACADEMIC CONTENT STANDARDS FOR	2.75	←	This candidate facilitates the learning experiences using individual and group instruction
	2.5	←	This candidate uses instructional strategies that are appropriate to the instructional goals
	2.25	←	This candidate teaches to the middle range of the class
	2.0	←	This candidate uses limited instructional strategies for students to engage with content
THIS CANDIDATE DIRECTS THE LEARNING EXPERIENCES AND USES FEW INSTRUCTIONAL STRATEGIES	1.75	←	This candidate gives directions, but makes few connections to the learning goals, prior knowledge and life experience
	1.5	←	This candidate directs the learning experiences and allows limited student autonomy, interaction or choice
	1.25	←	This candidate focuses on the delivery of instruction and doesn't provide adequate opportunities for student interaction and feedback
	1.0	←	Student behavior is problematic
		1.0	←

• **D. Planning Instruction and Designing Learning Experiences for Students**

TPE 8. Learning About Students

TPE 9. Instructional Planning

THIS CANDIDATE PLANS A PROGRESSION OF LEARNING TASKS AND ASSESSMENTS AND GUIDES STUDENTS TO BUILD DEEP UNDERSTANDINGS OF THE LEARNING GOALS	4.0	←	This candidate plans integrated lessons, linking prior learning to new experiences across content areas (e.g., literature, social studies, science)
	3.75	←	This candidate's plans reflect students' developmental needs to support learning and differentiated instruction
	3.5	←	This candidate generally plans lessons of interest to the class and presents information in more than one way
	3.25	←	The progression of the plans, assessment and activities build an understanding of the central objective
	3.0	←	This candidate has objectives clearly written in the set and the closure is stated
THIS CANDIDATE PLANS FOR DAILY AND SEQUENTIAL LESSONS USING THE REQUIRED LESSON PLAN FORMAT	2.75	←	Lessons and materials are logically sequenced and connected
	2.5	←	This candidate understands the limitations of a variety of instructional strategies
	2.25	←	This candidate sequences instruction with no consideration of connecting with preceding and connecting content
	2.0	←	This candidate displays a finished product. Students are expected to create one like it, but no instructions are provided as to how to go about doing it
THIS CANDIDATE'S PLANS INCLUDE AVAILABLE RESOURCES, CURRICULUM OUTLINES AND CONTENT STANDARDS	1.75	←	This candidate designs lessons without considering students' prior knowledge and experience or the relationship of the subject to real - life situations
	1.5	←	This candidate selects lessons at random without regard to what students know or which lessons were presented before
	1.25	←	This candidate designs lessons of excessive length, not always considering students' developmental and grade level skills
	1.0	←	This candidate does not plan a lesson

• **E. Creating and Maintaining an Environment for Student Learning**

TPE 10. Instructional Time

TPE 11. Social Environment

THIS CANDIDATE MAINTAINS A CARING AND RESPECTFUL CLIMATE AND SUPPORTS STUDENTS IN DEVELOPING SKILLS TO RESPOND TO EQUITY AND RESPECT	4.0	←	This candidate deals with individual problems quickly and quietly, offering suggestions, solutions, or a promise for later resolution
	3.75	←	This candidate uses strategies to assist students in developing and maintaining equitable routines and procedures
	3.5	←	This candidate supports students in developing skills that promote responsibility in the classroom
	3.25		This candidate's pacing includes ongoing review and closure of lessons and transitions are integrated in to learning activities
THIS CANDIDATE USES SOME STRATEGIES TO DEVELOP STUDENTS' INDIVIDUAL AND GROUP RESPONSIBILITY THAT PROMOTE STUDENT EFFORT AND ENGAGEMENT	3.0	←	To promote student engagement and respect, this candidate uses some strategies to develop students' individual and group responsibilities
	2.75	←	This candidate responds to disruptive behavior during a lesson
	2.5	←	This candidate uses proximity as a management strategy to respond to disruptive behavior during a lesson
	2.25	←	This candidate interrupts lessons many times to correct behavior
THIS CANDIDATE IS INCONSISTENT IN MAINTAINING STANDARDS FOR BEHAVIOR THAT REFLECT THE STUDENTS' DEVELOPMENTAL AND PERSONAL NEEDS	2.0	←	This candidate has rules and routines, but is inconsistent in their enforcement
	1.75	←	This candidate does not adjust the use of instructional time to optimize the learning opportunities and outcomes for all students
	1.5	←	This candidate is inconsistent in managing transitions
	1.25	←	This candidate is not consistent in maintaining the classroom standard for behavior
	1.0	←	This candidate ignores behavior that does not meet the classroom standard

• **F. Developing as a Professional Educator**

TPE 12. Professional Legal and Ethical Obligations

TPE 13. Professional Growth

THIS CANDIDATE REFLECTS ON PRACTICE BY LOOKING AT VARIOUS SOURCES OF EVIDENCE AND TAKES RESPONSIBILITY FOR STUDENT ACADEMIC OUTCOMES	4.0	←	Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students and academic content
	3.75	←	This candidate interacts with and seeks the counsel of master teacher, university colleagues and the college supervisor
	3.5	←	This candidate searches for ways to participate in the extended life of the students and community
	3.25	←	This candidate is open to conferencing and meeting with parents
	3.0	←	This candidate attends staff meetings and curriculum meetings on a regular basis
THIS CANDIDATE IS BEGINNING TO BUILD PROFESSIONAL RELATIONSHIPS TO IMPROVE PROFESSIONAL PRACTICE	2.75	←	This candidate engages in dialogue with colleagues and participates in some school and district learning events
	2.5	←	This candidate has an understanding of legal and professional responsibilities
	2.25	←	This candidate is beginning to work collaboratively with the school community
	2.0	←	This candidate is aware of personal values and biases and how they affect the teaching and learning of students
THIS CANDIDATE IS LEARNING ABOUT PROFESSIONAL ROLES AND RESPONSIBILITIES	1.75	←	This candidate is often resistant to staying any time beyond the required minimum time
	1.5	←	This candidate does not model or conform to the dress code of the school/district
	1.25	←	This candidate does not maintain a safe classroom environment
	1.0	←	This candidate does not model ethical behaviors