

FINAL EVALUATION



KALMANOVITZ
SCHOOL OF
EDUCATION

Candidate (print name) _____ Date: _____

Completed by (*Check one of the following*):

Check only one below:

<input type="checkbox"/> Candidate (print name):	<input type="checkbox"/> Teaching and Learning I Fieldwork Component
<input type="checkbox"/> College Supervisor (print name):	<input type="checkbox"/> Teaching and Learning II Fieldwork Component
<input type="checkbox"/> Field Supervisor (print name):	

(Signature of person completing form)

DEFINITION OF TERMS

- Beginning (1):** is aware of, or is beginning to develop the practices described in this element
- Developing (2):** is moving toward more self-direction and independence in his/her practice
- Maturing (3):** is building competence in this element
- Integrating (4):** is building competence in this element, can teach independently and is becoming a reflective practitioner

Directions:

- **Read across each element of the standards from left to right. Select the descriptor that best describes current practice. This will serve as a guide for self-reflection, conversation and goal setting.**
- **Candidates should demonstrate consistent practice at a given level.**
- **Please note: candidates completing T & L I are expected to score mostly 2s with a few 1s and 3s , while candidates completing T & L II are expected to score mostly 2s and 3s. After teaching for several years, candidates may raise to a level 4.**

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"/> Beginning: Has a basic knowledge of subject matter, student development and language demands of students | <input type="checkbox"/> Developing: Uses knowledge of subject matter to identify key concepts and academic language | <input type="checkbox"/> Maturing: Uses knowledge of subject matter and language demands to support student learning | <input type="checkbox"/> Integrating: Uses knowledge of subject matter and academic language demands to support student cognitive and linguistic abilities |
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b. Planning and scheduling instruction to ensure that students meet or exceed the standards

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

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|--|---|---|---|
| <input type="checkbox"/> Beginning: Focuses on core curriculum and skills | <input type="checkbox"/> Developing: Identifies some key concepts and relates content to previous learning | <input type="checkbox"/> Maturing: Relates content to previous learning for the purpose of extending students' understanding | <input type="checkbox"/> Integrating: Integrates curriculum themes within and across standards |
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d. Developing student understanding through instructional strategies that are appropriate to the subject matter

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|--|--|---|---|
| <input type="checkbox"/> Beginning: Uses instructional strategies to support subject matter and/or concepts | <input type="checkbox"/> Developing: Uses instructional strategies to make the content accessible to students | <input type="checkbox"/> Maturing: Uses instructional strategies to challenge students to think critically | <input type="checkbox"/> Integrating: 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"/> Beginning: Uses instructional materials to present concepts and support the curriculum | <input type="checkbox"/> Developing: Uses instructional materials to promote an understanding of content | <input type="checkbox"/> Maturing: Selects instructional materials and technologies to support the curriculum and to reflect diverse learning styles | <input type="checkbox"/> Integrating: Selects instructional materials 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

TEACHER PERFORMANCE EXPECTATIONS 2 AND 3

B. Assessing Student Learning

a. Pacing instruction and re-teaching content based on evidence gathered by using an assessment

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| <input type="checkbox"/> Beginning: Pacing is inadequate and there is little connection between assessments and re-teaching | <input type="checkbox"/> Developing: Makes reasonable attempts to match assessment results to pacing and re-teaching | <input type="checkbox"/> Maturing: Provides clear connections between re-teaching strategies and assessment results | <input type="checkbox"/> Integrating: Paces instruction and re-teaches content based on evidence gathered by assessment results so that students 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"/> Beginning: Uses one or two sources of information to assess learning and monitor progress | <input type="checkbox"/> Developing: Uses several assessments to monitor student progress | <input type="checkbox"/> Maturing: Uses several appropriate assessment strategies to identify patterns of student skills, errors and progress | <input type="checkbox"/> Integrating: 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"/> Beginning: Checks and monitors work in progress | <input type="checkbox"/> Developing: Encourages some student reflection and provides opportunities for students to be involved in correcting student work | <input type="checkbox"/> Maturing: Guides student reflection and self-assessment in most learning activities | <input type="checkbox"/> Integrating: 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"/> Beginning: Uses the required assessments | <input type="checkbox"/> Developing: Uses information from a range of assessments to plan or guide activities | <input type="checkbox"/> Maturing: Uses information from a variety of assessments to target individual student needs | <input type="checkbox"/> Integrating: 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"/> Beginning: Provides students with information about their progress | <input type="checkbox"/> Developing: Provides students with information about their progress as they engage in learning activities | <input type="checkbox"/> Maturing: Provides students with information about learning in ways that improve understanding and encourage academic progress | <input type="checkbox"/> Integrating: 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

Teacher Performance Expectations 4, 5, 6, and 7

C. Engaging and Supporting Students in Learning

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

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| <input type="checkbox"/> Beginning: Makes few connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Developing: Asks questions to make some connections between the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Maturing: Makes substantial connections between what the students' already know and the learning goals, prior knowledge, life experiences, and interests | <input type="checkbox"/> Integrating: Uses questions and activities to extend students' 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"/> Beginning: Uses a few instructional strategies | <input type="checkbox"/> Developing: Uses instructional strategies that are appropriate to students' needs and instructional goals | <input type="checkbox"/> Maturing: Elicits student participation through a variety of instructional strategies that are largely appropriate to students' academic and linguistic needs | <input type="checkbox"/> Integrating: 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"/> Beginning: Directs the learning experiences | <input type="checkbox"/> Developing: Directs the learning experiences and allows limited student autonomy, interaction, or choice | <input type="checkbox"/> Maturing: Facilitates the learning experiences using individual and group instruction | <input type="checkbox"/> Integrating: 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"/> Beginning: Focuses the questions on fact and key concepts to support learning in subject matter | <input type="checkbox"/> Developing: Provides opportunities for students to engage in problem solving, analysis, or inquiry | <input type="checkbox"/> Maturing: Provides support for students to engage in problem solving, analysis, or inquiry within or across subject matter areas | <input type="checkbox"/> Integrating: 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"/> Beginning: Directs learning opportunities and assistance is provided as requested by students | <input type="checkbox"/> Developing: Directs students' learning and provides some opportunities for students to reflect on their progress | <input type="checkbox"/> Maturing: Supports students' in developing the skills needed to monitor their own learning | <input type="checkbox"/> Integrating: 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)

1 2 3 4

Teacher Performance Expectations 8 and 9

D. Planning Instruction and Designing Learning Experiences for Students

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

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| <input type="checkbox"/> Beginning: Plans include available resources, curriculum outlines and content standards | <input type="checkbox"/> Developing: Plans are partially drawn from information about students' backgrounds, interests and experiences | <input type="checkbox"/> Maturing: Plans are based on assessment data and identification of students needing specialized instruction | <input type="checkbox"/> Integrating: 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"/> Beginning: Goals for lessons are explained to students | <input type="checkbox"/> Developing: Goals and expectations for learning are communicated to students | <input type="checkbox"/> Maturing: Goals are linked to instructional activities and high expectations are maintained | <input type="checkbox"/> Integrating: 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"/> Beginning: Lessons and materials are appropriate to the students and/or learning goals and available resources are utilized | <input type="checkbox"/> Developing: Lessons and materials are logically sequenced and connected | <input type="checkbox"/> Maturing: Lessons and materials make content and concepts relevant and considers linguistic and instructional needs | <input type="checkbox"/> Integrating: 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"/> Beginning: Plans for daily lessons and activities are only based on available materials | <input type="checkbox"/> Developing: Plans for daily and sequential lessons use required lesson plan format | <input type="checkbox"/> Maturing: Daily and sequential plans explain content clearly and promote conceptual understanding | <input type="checkbox"/> Integrating: 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"/> Beginning: Plans are followed | <input type="checkbox"/> Developing: Plans are modified to address some components of the lesson | <input type="checkbox"/> Maturing: Plans incorporate assessment results to inform modifications of lessons in advance | <input type="checkbox"/> Integrating: 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)

1 2 3 4

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

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

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

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

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

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

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

1 2 3 4

Teacher Performance Expectations 12 and 13

F. Developing As a Professional Educator

a. Reflecting on teaching practice and planning professional development

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

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

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|---|--|--|--|
| <input type="checkbox"/> Beginning: Has a positive attitude in the classroom | <input type="checkbox"/> Developing: Engages in dialogue with colleagues and participates in some school and district learning events | <input type="checkbox"/> Maturing: Identifies district resources in support of student learning | <input type="checkbox"/> Integrating: Demonstrates professional integrity and has an understanding of professional responsibilities |
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d. Communicates in a timely and professional manner (phone calls, e-mail, fieldwork journals, etc.)

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| <input type="checkbox"/> Beginning: Communication skills are inconsistent | <input type="checkbox"/> Developing: Identifies and recognizes that communication with college supervisor, field supervisor, instructors, students, parents, administrators and program personnel is important, but has few procedures in place | <input type="checkbox"/> Maturing: Procedures are in place for communication with college supervisor, field supervisor, instructors, students, parents, administrators and program personnel | <input type="checkbox"/> Integrating: Procedures are in place for communication with college supervisor, field supervisor, instructors, students, parents, administrators and program personnel and integrates these communications to positively impact their teaching |
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Remarks:

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

1 2 3 4
