



CALIFORNIA STATE UNIVERSITY, STANISLAUS

DEPARTMENT OF TEACHER EDUCATION
SINGLE SUBJECT CREDENTIAL PROGRAM

MIDTERM AND FINAL ASSESSMENT FORM FOR
CLASSROOM INSTRUCTION/INTERNS

Candidate _____ Student ID _____

Student Teaching Dates _____

School _____ District _____ Phone _____

Supervising Teacher _____

School _____ District _____ Phone _____

Supervising Teacher _____

University Supervisor _____ Academic Center _____

Please provide a score for each question within each of the domains. The scores should correspond to the appropriate level of teaching performance as listed.

- (1) Beginning: Candidate has awareness of Teaching Performance Expectations, but does not demonstrate it in practice
(2) Emerging: Candidate attempts to implement appropriate Teaching Performance Expectations
(3) Applying: Candidate begins to apply appropriate Teaching Performance Expectations
(4) Integrating: Candidate integrates appropriate Teaching Performance Expectations
(5) Innovating: Candidate demonstrates innovative implementation of the Teaching Performance Expectations

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

- (M) (F) Demonstrates knowledge of subject matter content and student development
Organizes curriculum to support student understanding
Interrelates ideas and information
Develops student understanding through instructional strategies appropriate to subject matter
Uses materials, resources, and technologies to make subject matter accessible to all students, including English Language Learners and students with special needs

Total Score

Comments/Next Steps: _____

Domain B: Assessing Student Learning

TPE 2: *Monitoring Student Learning During Instruction*

TPE 3: *Interpretations and Use of Assessments*

(M)	(F)	
—	—	Establishes learning goals for all students
—	—	Uses multiple sources of information to assess
—	—	Involves and guides students in assessing their own learning
—	—	Uses Assessment results to guide instruction
—	—	Monitors student work at key points during instruction to check for adequate progress
—	—	Paces instruction and re-teaching content using assessment strategies
—	—	Questions Students
—	—	Examines student work
—	—	Anticipates, checks for, and addresses common student misconceptions and misunderstandings
—	—	Communicates with students and families regarding student progress
—	—	Provides evidence of student achievement toward meeting grade level standards
—	—	Total Score

Comments/Next Steps: _____

Domain C: Engaging and Supporting Students in Learning

TPE 4: *Making Content Accessible*

TPE 5: *Student Engagement*

TPE 6: *Developmentally Appropriate Teaching Practices*

TPE 7: *Teaching English Learners*

(M)	(F)	
—	—	Connects prior knowledge, life experiences, and interests
—	—	Uses a variety of methodologies and instructional strategies that are appropriate for all students, including English Language learners and students with special needs
—	—	Facilitates learning experiences-autonomy, interaction, and choice
—	—	Engages all students in problem solving and critical thinking skills
—	—	Promotes self-directed, reflective learning for all students
—	—	Total Score

Comments/Next Steps _____

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: *Learning About Students*

TPE 9: *Instructional Planning*

(M)	(F)	
—	—	Draws on students' background, interests, and developmentally appropriate learning needs
—	—	Established goals for student learning
—	—	Develops and sequences instructional activities
—	—	Designs long and short term plans
—	—	Modifies instructional methodologies and instructional strategies based on student(s) needs
—	—	Total Score

Comments/Next Steps: _____

Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: *Instructional Time*
TPE 11: *Social Environment*

(M)	(F)	
—	—	Organizes the physical environment to maximize student learning
—	—	Establishes a climate that promotes fairness and respect
—	—	Promotes social development and responsibility
—	—	Establishes and maintains standards for student behavior
—	—	Plans and implements classroom procedures and routines
—	—	Uses instructional time effectively
—	—	Total Score

Comments/Next Steps: _____

Domain F: Developing as a Professional Educator

TPE 12: *Professional, Legal, and Ethical Obligations*
TPE 13: *Professional Growth*

(M)	(F)	
—	—	Reflects on teaching and learning
—	—	Establishes professional goals and growth opportunities
—	—	Works with staff, parents, and community to improve professional practices
—	—	Balances professional responsibilities and maintain motivation
—	—	Total Score

Comments/Next Steps: _____

Comments and Suggestions for Future Growth:

Signatures: Midterm

District _____	
School _____	

Field Site Director _____	Date _____

Cooperating Teacher _____	Date _____

University Supervisor _____	Date _____
<hr/> <hr/>	
I have read this recommendation. (Signature does not indicate agreement or disagreement.)	

Student Teacher _____	Date _____

Signatures: Final

District _____	
School _____	

Field Site Director _____	Date _____

Cooperating Teacher _____	Date _____

University Supervisor _____	Date _____
<hr/> <hr/>	
I have read this recommendation. (Signature does not indicate agreement or disagreement.)	

Student Teacher _____	Date _____

Recommendation for Credential (completion of program)

The faculty of the Single Subject Credential Program, through the Selection and Review Committee, recommends this student for a Single Subject Credential.	
<i>Signature of Chair of S & R Committee or designee</i> _____	
<i>Date</i> _____	

White: Student Teacher
Yellow: University Supervisor
Pink: University
Golden Rod: Cooperating Teacher