



CALIFORNIA STATE UNIVERSITY, STANISLAUS

Department of Teacher Education Multiple Subjects Credential Program

FORMATIVE ASSESSMENT OF STUDENT TEACHING ~ 4 pages

TO BE COMPLETED AT WEEKS 5 AND 9 OF THE STUDENT TEACHING PLACEMENT

Cooperating Teacher and University Supervisor: Together please **RATE** the student teacher in each item.

The following rating categories are used to rate student progress in each Teacher Performance Expectation (TPE) listed below:

- (4) **Exemplary Evidence:** appropriate, relevant, accurate, clear, detailed, purposeful, connected
- (3) **Significant Evidence:** appropriate, relevant, accurate, connected
- (2) **Emerging Evidence:** minimal, limited, cursory, inconsistent, ambiguous, weakly connected
- (1) **Unsatisfactory Evidence:** inappropriate, irrelevant, inaccurate, missing, unconnected
- (UJ) **Unable to judge at this point**

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction -- Candidate:	4	3	2	1	UJ
1. Demonstrates the ability to teach the State-adopted academic content standards for students in English/language arts.					
2. Demonstrates the ability to teach the State-adopted academic content standards for students in mathematics.					
3. Demonstrates the ability to teach the State-adopted academic content standards for students in science.					
4. Demonstrates the ability to teach the State-adopted academic content standards for students in history/social science.					
5. Demonstrates the ability to teach the State-adopted academic content standards for students in health.					
6. Demonstrates the ability to teach the State-adopted academic content standards for students in visual and performing arts.					
7. Demonstrates the ability to teach the State-adopted academic content standards for students in physical ed.					

Domain B: Assessing Student Learning

TPE 2: Specific Pedagogical Skills for Subject Matter Instruction – Candidate:	4	3	2	1	UJ
1. Demonstrates use of progress monitoring at key points during instruction.					
2. Paces instruction and re-teaches content based on evidence gathered using assessment strategies.					
3. Anticipates, checks for, and addresses common student misconceptions and misunderstandings.					
TPE 3: Interpretation and Use of Assessments -- Candidate:	4	3	2	1	UJ
1. Understands and uses a variety of informal and formal assessments to determine student progress and plan instruction.					
2. Understands and uses formative and summative assessments to determine students' progress and plan instruction.					
3. Uses multiple measures including, information from families, to assess student knowledge, skills, and behaviors.					
4. Knows when and how to use specialized assessments based on students' needs.					
5. Interprets assessment data of English Learners to determine level of proficiency in English and the primary language in order to plan appropriate instruction.					
6. Understands how to familiarize students with the format of standardized tests.					

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible – Candidate:	4	3	2	1	UJ
1. Incorporates specific instruction that addresses State-adopted content standards to provide a balanced and comprehensive curriculum.					
2. Prioritizes and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.					
3. Varies instructional strategies according to the purpose and lesson content.					
4. Explains content clearly and reinforces content in multiple ways (written and oral presentations, manipulatives, physical models, arts, diagrams, non-verbal responses, and computer technology).					
5. Provides opportunities and adequate time for students to practice and apply what they have learned.					

6. Teaches students strategies to read and comprehend a variety of texts and information resources, and models active listening.					
7. Takes additional steps to foster access and comprehension for all learners.					
TPE 5: Student Engagement – Candidate:	4	3	2	1	UJ
1. Clearly communicates instructional objectives to students.					
2. Ensures the active and equitable participation of all students.					
3. Ensures that students understand what they are to do during instruction and monitors student progress					
4. Uses strategies to engage students who are off-task.					
5. Uses community resources, student experiences, and applied learning activities to make instruction relevant.					
6. Extends students thinking by asking stimulating and challenging questions					
7. Motivates students and encourages student effort.					
TPE 6: Developmentally Appropriate Teaching Practices K-8 – Candidate:	4	3	2	1	UJ
1. Designs academic activities that suit the attention span of the learners.					
2. Connects instructional activities with the students/ immediate world, including hands-on experiences and manipulatives.					
4. Makes special plans for students who require extra help or have exceptional needs.					
5. Provides intensive support for students who lack basic skills and understandings.					
6. Designs learning activities to extend students/ concrete thinking and foster abstract reasoning and problem-solving skills.					
7. Develops student skills for working in groups to maximize learning.					
8. Supports students in taking intellectual risks and trying new roles and responsibilities in the classroom.					
9. Distinguishes between misbehavior and over-enthusiasm, and responds appropriately to students who test limits.					
TPE 7: Teaching English Learners – Candidate:	4	3	2	1	UJ
1. Knows and applies pedagogical theories, principles, and instructional practices for comprehensible instruction of English learners.					
2. Knows and applies theories, principles, and instructional practices for English Language Development.					
3. Draws upon information about students’ backgrounds, prior learning, including assessed levels of literacy in English and their first language, as well as their proficiency in English to provide differentiated and appropriate instruction.					
4. Selects instructional materials and strategies to develop competencies in English language development.					
5. Uses English that is comprehensible and extends students’ current knowledge level.					
6. Uses systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to EL students.					
7. Allows students to express meaning in a variety of ways including their first language.					
8. When available, manages first language support such as paraprofessionals, peers, books, etc. to make curriculum accessible to EL students.					

D. Planning Instruction and Designing Learning Experiences for All Students

TPE 8: Learning About Students – Candidate:	4	3	2	1	UJ
1. Uses formal and informal methods to assess students’ prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.					
2. Learns about students’ abilities, ideas, interests and aspirations.					
3. Encourages parents to become involved and support student learning.					
4. Understands how multiple factors, including gender and health, can influence student behavior.					
5. Using multiple sources, identifies students needing specialized instruction (physical disabilities, learning disabilities, health status, gifted).					

TPE 9: Instructional Planning – Candidate:	4	3	2	1	UJ
1. Plans instruction that is in accordance with the State-adopted academic content standards.					
2. Establishes clear long-term and short-term goals for student learning, based on State-adopted content standards and students’ current level of achievement.					
3. Uses explicit teaching methods, such as direct instruction and inquiry, to help students meet grade level expectations.					
4. Explains content clearly and makes abstract content concrete and meaningful.					
5. Sequences instruction so that the content to be taught connects to preceding and subsequent content.					
6. In lesson plans, selects and adapts instructional strategies, grouping strategies, and instructional material to meet the students’ learning goals and needs.					
7. Connects the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure instruction is comprehensible and meaningful.					
8. Plans differentiated instruction to accommodate varied student needs.					
9. When aides and volunteers are available, plans how to use them to help students reach instructional goals.					

Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time – Candidate:	4	3	2	1	UJ
1. Allocates instructional time to maximize student achievement in relation to State-adopted content standards for students, instructional goals, and scheduled academic tasks.					
2. Establishes procedures for routine tasks and manages transitions to maximize instructional time.					
3. Adjusts the use of instructional time to optimize the learning opportunities and outcomes for students.					
TPE 11: Social Environment – Candidate:	4	3	2	1	UJ
1. Teaches and models norms of social interaction.					
2. Develops and maintains clear expectations for academic and social behavior.					
3. Creates a positive climate for learning and promotes student effort and engagement.					
4. Writes and implements a student discipline plan.					
5. Establishes rapport with students and their families through caring, respect, and fairness.					
6. Responds appropriately to sensitive issues and classroom discussions.					
7. Helps students work responsibly with others and independently.					
8. Recognizes how the social environment maximizes academic achievement and promotes on-task behavior to maximize student learning.					

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations -- Candidate:	4	3	2	1	UJ
1. Takes responsibility for student academic learning outcomes .					
2. Is aware of his/her personal biases and values, and recognizes ways these can affect teaching and student learning.					
3. Manage their professional time spent in teaching responsibilities to ensure that academic goals are met.					
4. Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.					
5. Knows how to identify suspected cases of sexual abuse, neglect, and sexual harassment and follows the law for reporting such cases.					
6. Maintains a non-hostile classroom environment.					
7. Implements school and district policies and State and federal law in responding to inappropriate or violent student behavior.					
8. Demonstrates openness to supervision and critical assessment of progress.					
9. Demonstrates professional behavior including punctuality, notification of absences, and makes arrangements for classroom activities/instruction during absences.					
TPE 13: Professional Growth – Candidate:	4	3	2	1	UJ
1. Evaluates his/her own teaching practices and subject matter knowledge.					

2. Solicits feedback from cooperating or supervising teacher, university supervisor, and site curriculum specialists.					
3. Engages in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.					
4. Uses feedback and reflection to formulate and prioritize goals for increasing his/her subject matter knowledge and teaching effectiveness.					
5. Sets short-term and long-term goals for future growth and carries them out..					

G. COMMENTS AND SUGGESTIONS FOR FUTURE GROWTH

H. SIGNATURES SECTION

Name of Student _____

Name of Cooperating or Supervising Teacher _____

Name of University Supervisor _____

District _____

School _____ Grade Level _____

This mid-point formative assessment was completed at (check one):

_____ Fifth week of placement

_____ Ninth week of placement

_____ Other – please specify: _____

If this form is completed at the end of the fifth week, is the student teacher recommended for course credit for EDMS 4190 Student Teaching Practicum I?

_____ Yes _____ No

Cooperating or Supervising Teacher Signature _____ Date _____

University Supervisor Signature _____ Date _____

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I have read this recommendation. (Signature does not indicate agreement or disagreement.)

Student Teacher Signature _____ Date _____

