

### Evaluation of Content Area Coaches by Candidates

Course Number \_\_\_\_\_ Semester and Year \_\_\_\_\_

The MSMU Secondary Teacher Preparation Program employs Content Area Coaches—expert teachers in the various subjects—to instruct, guide, and support our credential candidates in the acquisition of critical content area knowledge and skills. We maintain an open pool of Coaches, who collaborate with MSMU professors in the program instruction and fieldwork. We are asking you as a current candidate who has worked with a Content Area Coach this semester to provide us with your evaluation of the effectiveness of the Coach with whom you worked. Please rate your Coach on a scale of 1-4 on the following professional competencies:

I. Discipline-specific Pedagogical Expertise	4=high to 1= low			
My Content Area Coach demonstrated:	4	3	2	1
1. The ability to plan and deliver content-specific instruction consistent with the State Framework and Content Standards/Common Core	4	3	2	1
2. Knowledge of the discipline's basic principles and primary values	4	3	2	1
3. Advanced skill in the pedagogical competencies represented in the California Standards for the Teaching Profession and the Teacher Performance Expectations	4	3	2	1
4. Knowledge of and skill in the specific <b>content-area strategies</b> described in 2042 Program Standard 8 and Teacher Performance Expectation 1B	4	3	2	1
5. Knowledge of and skill in <b>content-based reading instruction</b> in their content-area	4	3	2	1
6. Ability and experience in <b>English Language Development and SDAIE</b> instructional strategies	4	3	2	1

II. Facilitation of Candidate Development	4=high to 1= low			
My Content Area Coach facilitated my acquisition of content area pedagogical knowledge and skills by:	4	3	2	1
1. Instructing content-area candidates in designated session(s) of the MSMU professional preparation courses in alignment with the course objectives, 2042 Program Standards, and TPEs.	4	3	2	1
2. Providing guidance for lesson or unit development through review of candidate's work, discussion, and demonstration.	4	3	2	1
3. Facilitating specific fieldwork tasks, including:	4	3	2	1
(a) providing her/his classroom as a fieldwork site in which candidates teach the lesson they have developed	4	3	2	1
(b) providing feedback on the lesson taught by each candidate, using the task rubric;	4	3	2	1
(c) serving as a liaison to her/his school's administration for the fieldwork process	4	3	2	1

Name of Coach: \_\_\_\_\_ Content Area: \_\_\_\_\_

Other Comments \_\_\_\_\_

---