Mount Saint Mary's University
LOS ANGELES

**Supervised Teaching Evaluation –
Teaching Performance Expectations (TPE)**

Candidate: _____ **School:** _____

Subject: _____ **Grade Level(s):** _____ **District:** _____

Dates **Beginning:** _____ **Ending:** _____ **Preliminary or Final Evaluation** (circle one)

Directions: Please rate the candidate's performance using the scale below. Comments for TPE elements may be made in the spaces provided. A brief narrative may be written on the last page. This form must be discussed and signed by the person completing it and the candidate.

EVALUATION OF TEACHING PERFORMANCE

1 - Little or no evidence of Appropriate use
2 - Some Evidence of Appropriate use
3 - Adequate Evidence of Appropriate and Effective use
4 - Evidence of Frequent use of a Variety of Appropriate/Effective strategies
5 - Consistent Evidence of using a Wide Range of Interconnected, Appropriate/Effective strategies
N- Not Yet observed

TPE 1: Engaging and Supporting All Students in Learning	Rating
KNOWLEDGE of STUDENTS / RELEVANCE: Candidates explore students' prior experiences with the content, interest, social-emotional learning needs, and funds of knowledge from their culture, SES background, and linguistic abilities in order to connect knowledge to real-life contexts and offer active learning experiences. Candidates make adjustments while teaching to maintain interest and understanding for their students. (TPEs 1.1, 1.3, 1.8)	
CRITICAL & CREATIVE THINKING: Candidates use inquiry, problem-solving, questioning, and reflection and allow access to the curriculum through visual and/or performing arts connected to the content and context. (TPE 1.5, 1.7)	
COMMUNICATION/TECHNOLOGY: Candidates use technology as a support and for communication regarding expectations and progress for their students. (TPE 1.2)	
Notes/Evidence for TPE 1:	

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Rating
CLASS COMMUNITY: Candidates foster an inclusive, caring community where students are treated fairly and respectfully by peers and adults. (TPE 2.1)	
LEARNING ENVIRONMENT: Candidates establish and maintain high expectations for learning with appropriate support for all candidates. (TPE 2.5) Learning environment reflects diversity, multiple perspectives and is culturally responsive. (TPE 2.2)	
CLASSROOM EXPECTATIONS/SOCIAL EMOTIONAL ENVIRONMENT: Candidates establish clear expectations for classroom behavior by communicating effective classroom routines, procedures and norms to students and families. (TPE 2.6) They promote students' social-emotional growth and individual responsibility, and address intolerance, harassment appropriately using positive intervention and conflict resolution method (TPE 2.3)	
Notes/Evidence for TPE 2:	

TPE 3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy	Rating
SUBJECT MATTER, STANDARDS & SUBJECT-SPECIFIC PEDAGOGY: Candidate demonstrates knowledge of subject matter and standards. Uses current content pedagogy and integrates cross-disciplinary opportunities including the arts as applicable. (3.1, 3.3)	
KNOWLEDGE ABOUT STUDENTS: Uses knowledge about students and learning goals to differentiate as needed to promote student access to the curriculum. (3.2)	
UDL/ EQUITABLE ACCESS: Individually and through consultation and collaboration with other educators, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge (3.4)	
ACADEMIC LANGUAGE: Supports the acquisition and use of academic language for all students. (3.5)	
TECHNOLOGY: Model and develop digital literacy by using technology to engage students and support their learning. Use instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (3.6, 3.7)	
Notes/Evidence for TPE 3:	

TPE 4: Planning instructional and Designing Learning Experiences for All Students.	Rating
STANDARDS/DATA-DRIVEN DESIGN: Locate and apply information, related content- and standards, assessment data, language proficiency status, cultural background for short and long-term needs. (4.1)	
INSTRUCTIONAL GOALS: characteristics of typical and atypical child development, interconnectedness of academic content areas, related student skills development in all disciplines across the curriculum, effective use of instructional time to maximize learning opportunities, provide access to curriculum and remove barriers. (4.2, 4.3)	
INSTRUCTIONAL STRATEGIES/SCAFFOLDING: instructional & assistive technology, UDL & MTSS, use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials & resources for/full range of EL, modifications for disabilities in the gen ed classroom, opportunities to support peer learning; use of community resources and services as applicable. (4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6)	
STUDENT-PARTICIPATION & SUCCESS: Students have opportunities to understand and advocate for strategies that meet their individual learning needs and successfully participate in transition plans. (e.g., IEP, IFSP, ITP, and 504 plans.) (4.5)	
INSTRUCTIONAL STRATEGIES: Communication strategies and activity modes between teacher and student and among students. (4.7)	
TECHNOLOGY: across learning environments: create new content, provide personalized and integrated technology-rich lessons, promote digital literacy, and students use multiple means to demonstrate their learning. (4.8)	
Notes/Evidence for TPE 4:	

TPE 5: Assessing Student Learning	Rating
KNOWLEDGE/USE OF ASSESSMENTS: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubric. (5.1)	
DATA-DRIVEN PLANNING: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (5.2, 5.8)	
STUDENT- AWARENESS & ACTION: Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. (5.3)	
TECHNOLOGY: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (5.4)	

COMMUNICATION: Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (5.5)	
COLLABORATION: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (5.6)	
ENGLISH LEARNERS: 5.7 **Interpret English learners' assessment data to identify** their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	
EXCEPTIONAL LEARNERS: Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. (5.8?)	
Notes/Evidence for TPE 5:	

TPE 6: Developing as a Professional Educator	Rating
SELF-REFLECTION/PROFESSIONAL DEVELOPMENT: Reflects on teaching practice and subject matter and pedagogical knowledge to plan and implement instruction that improves student learning. Establishes and works toward professional learning goals by routinely engaging with colleagues. (TPE 6.1, 6.3)	
VALUES & DISPOSITIONS: Recognizes biases, potential negative effects on teaching and learning, and works to mitigate negative impacts. Exhibits caring, support, acceptance, and fairness toward all students, families, and colleagues. (TPE 6.2)	
COMMUNICATION/COLLABORATION: Effectively and appropriately engages with peers, colleagues, families, and school stakeholders to support teacher and student learning. (TPE 6.4)	
PROFESSIONAL RESPONSIBILITY: Takes responsibility for the learning outcome of all students, classroom management, and the privacy, health and safety of students and families. Conducts themselves with integrity and models ethical conduct, including the responsible use of social media and digital platforms. Complies with all laws, including those of a mandated reporter. (TPE 6.5-6.6)	
Notes/Evidence for TPE 6:	

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Rating
Candidate approaches classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	
English Language Development in Relation to Subject-Specific Pedagogy	
Candidate implements an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	

General Comments

_____   _____   _____

Signature   **Full Name**   **Date**

Cooperating Teacher / University Supervisor / On-site Supervisor (Please circle the title that applies.)
I have discussed this report with the above named person and understand its contents. My signature does not necessarily indicate concurrence with the content.

_____   _____

Candidate Signature   **Date**