Alternative Modality of Instruction
Spring 2021 Observation Feedback Form

Date: *Subject:*   *School:*   *Classes:*

Candidate's Name: *Cooperating Teacher's Name:*   *University Supervisor's Name:*

- *Prior to the Midterm Evaluation: #1: Weeks 1-4   #2: Weeks 5-6   #3: Weeks 7-8*
- *Prior to the Final Evaluation: #4: Weeks 10-12   #5: Weeks 13-14   #6: Weeks 15-17*

Observation Categories[1]	Comments & Feedback
Plan Instruction and Design Lesson and/or Units of Study (Required)	
Small Group Facilitation, Tutorials, and Office Hours with Students (e.g., video observation for a live session or recording with students)	
Observation of Synchronous Learning with the Whole Class (e.g., video observation for a live session or recording of the lesson with students)[2]	
Observation of Asynchronous Learning (e.g., review of online self-paced modules—discussion forums, group projects, course readings, teacher feedback, presentation of short teaching videos, and student self-reflection)	
Assessments (e.g., designing/selecting formative and summative assessments and scoring rubric, evaluating the student performance and learning, examining student work, and reflection on the next steps, etc.)	
Self-Reflection on Teaching Experiences (Required)	

1. This is not an exhaustive list, but rather a reflection of what is observed over the course of a few weeks. Please note what is applicable. If you are not able to observe all these components, then that is ok.
2. In some departments a subject specific observation form for synchronous or face-to-face teaching will be used in lieu of this document. Please download a copy of the appropriate file so that you can record information on a personal version of the form v. the master version available to everyone via the hyperlink.
   Examples are hyperlinked below:
   - History/Social Science
   - Mathematics
   - English Language Arts
   - World Language

- [Physical Education](#)
- [Music](#)

SSCP Art - FINAL Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evaluator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - Art [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Uses effective instructional strategies founded to teach the historical, cultural, and contemporary contributions of art to inform students of the role that arts play in a particular time and place, giving context to the style or technique being studied *	○	○	○	○	○
C2-2. Utilizes demonstration and modeling to assist students in processing and responding to sensory information, and developing problem-solving skills to create original works of art using a variety of media and techniques *	○	○	○	○	○
C2-3. Provides students with the knowledge and skills to develop criteria to evaluate culturally diverse works of art and design *	○	○	○	○	○
C2-4. Teaches students academic language specific to the arts to be used in writing evaluative, argumentative, and expository texts, discussing aesthetics, and presenting and critiquing artwork *	○	○	○	○	○
C2-5. Instructs students on the effective and ethical use of media and technology while researching, citing, and creating works of art *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.
❷ More information

Choose File   No file chosen   ⬆ Upload

✔ Save Draft   Submit

SSCP Art - MIDTERM Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start

Complete

Student Teacher's Name Required

Evaluator's Name: Required

Grade Level: Required

Content Area Required

School: Required

District: Required

A. Student Engagement & Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	◯	◯	◯	◯	◯
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	◯	◯	◯	◯	◯
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	◯	◯	◯	◯	◯
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	◯	◯	◯	◯	◯
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	◯	◯	◯	◯	◯
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	◯	◯	◯	◯	◯

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - Art `Required`

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Uses effective instructional strategies founded to teach the historical, cultural, and contemporary contributions of art to inform students of the role that arts play in a particular time and place, giving context to the style or technique being studied *	○	○	○	○	○
C2-2. Utilizes demonstration and modeling to assist students in processing and responding to sensory information, and developing problem-solving skills to create original works of art using a variety of media and techniques *	○	○	○	○	○
C2-3. Provides students with the knowledge and skills to develop criteria to evaluate culturally diverse works of art and design *	○	○	○	○	○
C2-4. Teaches students academic language specific to the arts to be used in writing evaluative, argumentative, and expository texts, discussing aesthetics, and presenting and critiquing artwork *	○	○	○	○	○
C2-5. Instructs students on the effective and ethical use of media and technology while researching, citing, and creating works of art *	○	○	○	○	○

D. Lesson Plans and Delivery `Required`

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.
❷ More information

| Choose File | No file chosen | ⬆ Upload |

✔ Save Draft   Submit

SSCP English - FINAL Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   **Complete**

Student Teacher's Name: Required

Evaluator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	◯	◯	◯	◯	◯

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - English Language Arts Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design and deliver instruction of increasing complexity in reading, writing, speaking, listening, academic vocabulary, and language for all students; implements a comprehensive and systematic instructional program integrating English language development in all ELA domains *	○	○	○	○	○
C2-2. Uses effective ELA instructional pedagogies to develop students' skills for producing argumentative, informative, and narrative texts; implementing the writing process; conducting research projects; integrating technology; and incorporating the acquisition and use of vocabulary and Standard English conventions *	○	○	○	○	○
C2-3. Uses effective ELA instructional pedagogies to develop students' skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective *	○	○	○	○	○
C2-4. Uses effective ELA instructional pedagogies to teach formal and informal speaking and listening skills through collaboration, conversation, and presentation of knowledge and ideas; and incorporating the acquisition and use of vocabulary and Standard English conventions *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

❷ More information

Choose File | No file chosen   ⊕ Upload

✔ Save Draft   Submit

SSCP English - MIDTERM Evaluation

*Submitted on S4 @ The Beach by the University Mentor and

Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evaluator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - English Language Arts [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design and deliver instruction of increasing complexity in reading, writing, speaking, listening, academic vocabulary, and language for all students; implements a comprehensive and systematic instructional program integrating English language development in all ELA domains *	○	○	○	○	○
C2-2. Uses effective ELA instructional pedagogies to develop students' skills for producing argumentative, informative, and narrative texts; implementing the writing process; conducting research projects; integrating technology; and incorporating the acquisition and use of vocabulary and Standard English conventions *	○	○	○	○	○
C2-3. Uses effective ELA instructional pedagogies to develop students' skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective *	○	○	○	○	○
C2-4. Uses effective ELA instructional pedagogies to teach formal and informal speaking and listening skills through collaboration, conversation, and presentation of knowledge and ideas; and incorporating the acquisition and use of vocabulary and Standard English conventions *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.

❷ More information

Choose File | No file chosen ⬆ Upload

✔ Save Draft | Submit

California State University Long Beach
Single Subject Credential Program
University Supervisor Observation Feedback Form
English Language Arts University Supervisor: _____

Date: _____ **Subject:** _____ **Period:** _____ **Time:** _____ **Observation #:** _____

Student Teacher's Name: _____ **Cooperating Teacher's Name:** _____ **School:** _____

Teaching Performance Expectations

TPE 1: Engaging & Supporting All Students in Learning   TPE 4:   Planning Instruction & Designing Learning Experiences for All Students

TPE 2: Creating & Maintaining Effective Environments for Student Learning TPE 5:   Assessing Student Learning

TPE 3: Understanding & Organizing Subject Matter for Student Learning TPE 6:   Developing as a Professional Educator

Observation Summary
Areas of Strength
Areas for Growth
Next Steps

Teacher Candidate: School:

Observation number: 1

Subject: English   Period/Coop. Teacher:

Date:

California State University, Long Beach
SSCP English Language Arts
University Supervisor Observation Feedback Form

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient	Not Observed
Lesson Design					
o Teacher candidate constructs and presents a logical and coherent plan for the day's lesson					
o Teacher candidate constructs and presents a context for learning (e.g., agenda, learning targets with outcomes, essential question(s), and connector/anticipatory set)					
o Teacher candidate constructs and presents the students with an appropriate activity and instructional strategies to facilitate learning and meet the learning target					
o Teacher candidate constructs and presents formative and/or summative assessment opportunities					
o Teacher candidate explicitly contextualizes or connects the lesson to larger theme situated within a unit of study					
o Teacher candidate constructs and presents appropriate strategies to differentiate instruction and scaffold learning					
ELA Content Area					
o Lesson design scaffolds critical thinking skills and literacy development					
o Teacher candidate models and/or explicitly teaches skills, concepts, and content in alignment with the CA Common Core State Standards					
o Essential questions are addressed and threaded throughout instruction					
o Students are given multiple opportunities to write, present, and engage in oral literacy tasks (e.g., informal or formal writing, performance tasks, and/or presentations using digital tools, etc.)					
o Reading instruction adheres to the Before, During and After (BDA) Framework					
Teacher Organization					
o Technology and digital tools (e.g., Google Suites, Padlet, Flipgrid, etc.) are used strategically and with purpose to facilitate and advance learning in synchronous and asynchronous learning environments					
o Teacher candidate models instruction, expectations or exemplars prior to students collaborating in small groups or working independently in synchronous and asynchronous learning environments					
o Teacher candidate provides clear, concise directions in synchronous and asynchronous learning environments					
o Teacher candidate checks for student understanding of instructions and uses digital tools strategically (e.g., Polling, Chat Box, Padlet, Google: Document, Slides, or Forms, etc.) to hold students accountable for learning in synchronous and asynchronous learning environments					

o Teacher candidate monitors students' progress as they work in synchronous and asynchronous learning environments					
o Teacher candidate is prepared with follow up questions that encourages active participation, advances the discussion, and/or engages in deeper thinking in synchronous and asynchronous learning environments					
o Teacher candidate modifies directions and/or pacing as necessary to ensure student learning targets and outcomes are met in synchronous and asynchronous learning environments					
Student Participation					
o Students actively contribute to class discussions by offering ideas and/or asking questions in synchronous and asynchronous learning environments					
o Students listen when others talk, both in small group and whole group discussions, or posts to discussion boards					
o Students incorporate or build off the ideas of others in synchronous and asynchronous learning environments					
o Students are engaged in learning in synchronous and asynchronous learning environments					
Management					
o Procedures and agreements are taught and practiced to both manage and discipline students with dignity					
o When warranted, consequences are appropriate and allow for due process, reflection and learning					
o Transitions are clear, smooth, and timely					
o Students are on task					
o Teacher candidate affirms student responsibility for their learning					
Professionalism					
o Professional dress					
o On time and prepared					
o Modeling professional behavior and tone					
o Engaged with the discipline and focused during instruction and discussion with students					
o Appropriate rapport with students					

Student Teacher Reflection
- What worked well today and why?

- What areas needed more attention today in order to improve your teaching and students' learning?

- What steps might you take to meet the goals identified? What support is needed? How can I help?

SSCP Health Science - FINAL Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: [Required]

Evalutator's Name: [Required]

Subject: [Required]

Grade level: [Required]

School: [Required]

District: [Required]

A. Student Engagement and Participation [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge and Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - Health [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Utilizes health education practices that are grounded in scientific research *	○	○	○	○	○
C2-2. Demonstrates effective and culturally sensitive communication and advocacy skills as they relate to health education needs *	○	○	○	○	○
C2-3. Demonstrates the use of risk assessment skills and prevention strategies to health-related issues *	○	○	○	○	○
C2-4. Uses effective strategies to develop problem solving and critical thinking skills to help promote healthy behaviors *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	◯	◯	◯	◯	◯
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	◯	◯	◯	◯	◯
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	◯	◯	◯	◯	◯
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	◯	◯	◯	◯	◯
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	◯	◯	◯	◯	◯
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	◯	◯	◯	◯	◯

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	◯	◯	◯	◯

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.

❷ More information

| Choose File | No file chosen | ⊕ Upload

✔ Save Draft   Submit

SSCP Health Science - MIDTERM Evaluation
*Submitted on S4 @ The Beach by the University Mentor and

Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge and Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Discipline Specific Pedagogies - Health Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Utilizes health education practices that are grounded in scientific research *	○	○	○	○	○
C2-2. Demonstrates effective and culturally sensitive communication and advocacy skills as they relate to health education needs *	○	○	○	○	○
C2-3. Demonstrates the use of risk assessment skills and prevention strategies to health-related issues *	○	○	○	○	○
C2-4. Uses effective strategies to develop problem solving and critical thinking skills to help promote healthy behaviors *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.

❷ More information

Choose File | No file chosen | ⊕ Upload

✔ Save Draft | Submit

SSCP Math - FINAL Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignment *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Mathematics [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design lessons that contain opportunities for students to engage with mathematics through questioning, inquiry, abstract reasoning, and problem solving. *	○	○	○	○	○
C2-2. Demonstrates the ability to deliver mathematically rich lessons with emphasis placed on engaging student connections integrating conceptual understanding with procedural fluency, incorporating multiple representations where applicable, as well as sensemaking/reasoning around the mathematics. *	○	○	○	○	○
C2-3. Uses effective mathematical instructional pedagogies that enable students to solve real world problems through the application of mathematical thinking. *	○	○	○	○	○
C2-4. Uses effective instructional pedagogies to support and extend learning, including attending to precise academic language, activating prior knowledge, and connecting mathematical ideas across the domains. *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.
❷ More information

Choose File   No file chosen   ⊕ Upload

✔ Save Draft   Submit

SSCP Math - MIDTERM Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: `Required`

Evalutator's Name: `Required`

Subject: `Required`

Grade level: `Required`

School: `Required`

District: `Required`

A. Student Engagement and Participation `Required`

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignment *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Mathematics Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design lessons that contain opportunities for students to engage with mathematics through questioning, inquiry, abstract reasoning, and problem solving. *	○	○	○	○	○
C2-2. Demonstrates the ability to deliver mathematically rich lessons with emphasis placed on engaging student connections integrating conceptual understanding with procedural fluency, incorporating multiple representations where applicable, as well as sensemaking/reasoning around the mathematics. *	○	○	○	○	○
C2-3. Uses effective mathematical instructional pedagogies that enable students to solve real world problems through the application of mathematical thinking. *	○	○	○	○	○
C2-4. Uses effective instructional pedagogies to support and extend learning, including attending to precise academic language, activating prior knowledge, and connecting mathematical ideas across the domains. *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.

❷ More information

Choose File   No file chosen   ⊕ Upload

✔ Save Draft   Submit

Teacher Candidate_____ School_____Observation#_____

Subject_____ Date_____

California State University Long Beach
Mathematics Classroom Observation Form

Planning

The lesson plan contains both **CCSSM content and practice standards**.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains the **objective(s)** which explicitly identify what mathematics the students are to know.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains a relevant **anticipatory set**.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains opportunities for students to engage with mathematics through **questioning, inquiry, abstract reasoning**, and **problem solving**.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains elements of the **Five Practices: anticipation** of student thinking, **monitoring** student progression utilizing specific success indicators, **selecting** and **sequencing** ideas and student solutions throughout the lesson, and consideration as to how to **connect** solutions and ideas in order to make **mathematics visible** and **understandable**.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains **success criteria** which are specific, concrete, and measurable.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains appropriate scaffolds, instructional strategies, and activities which promote and encourage student **sensemaking and reasoning** about the mathematics.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains **scripted questions** to assess and advance learning.	**1**	**2**	**3**	**4**	not observed
The lesson plan contains elements of **differentiated instruction** to meet the needs of all learners in the classroom.	**1**	**2**	**3**	**4**	not observed

Classroom Management

Teacher candidate maintains a **fair and appropriate system** of classroom management that fosters a **productive learning community**.	**1**	**2**	**3**	**4**	not observed
Teacher candidate establishes and **maintains clear expectations** for **positive classroom behavior** utilizing **procedures and routines** that include a variety of strategies **manage behavior and re-engage** students off task.	**1**	**2**	**3**	**4**	not observed

Rating Rubric: See Student Teacher Handbook

Lesson Delivery and Student Engagement

Teacher candidate writes, states, and refers back to objective(s) during the course of the lesson.	1	2	3	4	not observed
Teacher candidate utilizes and executes effective instructional strategies that promote **mathematical reasoning** and **problem solving**.	1	2	3	4	not observed
Teacher candidate connects **conceptual understanding** with **procedural fluency** in relation to the lesson objective(s).	1	2	3	4	not observed
Teacher candidate poses **purposeful questions** to assess and advance the acquisition of mathematical content.	1	2	3	4	not observed
Teacher candidate provides **active learning** experiences to engage student interest.	1	2	3	4	not observed
Teacher candidate facilitates **meaningful mathematical discourse** among students utilizing conversational strategies.	1	2	3	4	not observed
Teacher candidate connects subject matter to **real-life contexts.**	1	2	3	4	not observed
Students are engaged, whether individually or collectively, in **sensemaking and reasoning around the mathematics**.	1	2	3	4	not observed
Students communicate mathematical ideas using **multiple representations**.	1	2	3	4	not observed
Students display, explain, and justify mathematical ideas using **precise academic language** in oral or written communication.	1	2	3	4	not observed

Assessment/Student Accountability

Throughout the lesson, utilizing specific success indicators, teacher candidate makes use of **evidence of student thinking** when monitoring for understanding and **adjusts instruction** in ways that support and extend learning outcomes in an **equitable manner**.	1	2	3	4	not observed
Teacher candidate involves all students in **self-assessment** and **reflection** on their learning goals and progress and provides students with opportunities to revise or reframe work based on **assessment feedback.**	1	2	3	4	not observed

Overall holistic rating for this observation: 1 2 3 4

Next Steps/Evaluation of Self Reflection:

SSCP Music - FINAL Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: [Required]

[   ]

Evalutator's Name: [Required]

[   ]

Subject: [Required]

[   ]

Grade level: [Required]

[   ]

School: [Required]

[   ]

District: [Required]

[   ]

A. Student Engagement and Participation [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Music [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Models expressively and skillfully on a primary instrument or voice (keyboard skills as appropriate) *	○	○	○	○	○
C2-2. Demonstrates developing skills in error detection, aural musicianship, conducting, transpositions and fingerings (as appropriate) *	○	○	○	○	○
C2-3. Guides students to engage in a variety of musical actions (e.g., singing, performing on instruments, movement, reading music, improvising, arranging, composing, producing) *	○	○	○	○	○
C2-4. Creates grade-level appropriate and effective strategies to teach and reinforce foundational music skills (e.g., matching pitch, tone, intonation, reading music, notation, musicianship skills, solo and ensemble skills) *	○	○	○	○	○
C2-5. Infuses opportunities for students to make musical decisions (e.g., student-guided sectionals, discussions, individual music projects, student choice of music), as appropriate *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.
❷ More information

| Choose File | No file chosen | ⊕ Upload |

✔ Save Draft   Submit

SSCP Music - MIDTERM Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Music Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Models expressively and skillfully on a primary instrument or voice (keyboard skills as appropriate) *	○	○	○	○	○
C2-2. Demonstrates developing skills in error detection, aural musicianship, conducting, transpositions and fingerings (as appropriate) *	○	○	○	○	○
C2-3. Guides students to engage in a variety of musical actions (e.g., singing, performing on instruments, movement, reading music, improvising, arranging, composing, producing) *	○	○	○	○	○
C2-4. Creates grade-level appropriate and effective strategies to teach and reinforce foundational music skills (e.g., matching pitch, tone, intonation, reading music, notation, musicianship skills, solo and ensemble skills) *	○	○	○	○	○
C2-5. Infuses opportunities for students to make musical decisions (e.g., student-guided sectionals, discussions, individual music projects, student choice of music), as appropriate *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment | Required |

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.

❷ More information

Choose File | No file chosen | ⊕ Upload

✔ Save Draft | Submit

California State University, Long Beach
Single Subject Credential Program
University Mentor Observation Feedback Form (In-Person)

Date/Time: **Subject/Grade levels:**   **School:**

Student Teacher: **Cooperating Teacher:**   **University Mentor:**

Prior to the Midterm Evaluation: #1: Weeks 1-4   #2: Weeks 5-6   #3: Weeks 7-8
Prior to the Final Evaluation: #4: Weeks 10-12   #5: Weeks 13-14   #6: Weeks 15-17

Teaching Performance Expectations	
TPE 1: Engaging & Supporting All Students in Learning	**TPE 4**: Planning Instruction & Designing Learning Experiences for All Students
TPE 2: Creating & Maintaining Effective Environments for Student Learning	**TPE 5**: Assessing Student Learning
TPE 3: Understanding & Organizing Subject Matter for Student Learning	**TPE 6**: Developing as a Professional Educator

Observation Summary

Areas of Strength

Areas of Improvement

Next Steps

California State University, Long Beach
Music Credential
Classroom Observation Form

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
Lesson Plan Design					
o Teacher candidate provides a clear, focused learning objective					
o Teacher candidate approaches concept using more than one strategy					
o Teacher candidate scaffolds the strategies and activities to effectively assist student learning					
o Organization of lesson clearly leads to higher order thinking skills					
o Teacher candidate appropriately infuses multiple forms of assessment					
o Teacher candidate intentionally incorporates culturally responsive and personalized learning strategies					
o Lesson incorporates a clear anticipatory set and closure					
Classroom Environment					
o Appropriate classroom management processes are implemented and reinforced					
o Teacher candidate creates and maintains a positive learning environment					
o Teacher candidate provides a timely, appropriate, and effective response that leads to a resolution when challenged					
o Students are actively engaged					
Teacher Implementation					
o Technology (computer, projector, document camera, apps) and student learning materials are prepared and in place before class begins					
o Teacher candidate models instruction on primary and secondary instruments					
o Teacher candidate gives clear, concise directions					
o Teacher candidate checks for student understanding and offers appropriate feedback					
o Teacher candidate monitors student progress					
o Teacher candidate is prepared with alternative strategies and encourages higher order thinking and performing					
o Pacing is appropriate for the age and ability level of the students					
o Transitions are clear, smooth, and timely					
o Teacher candidate modifies directions and/or pacing as necessary to ensure student learning objectives are met					
o Teacher candidate engages all students in the learning setting					
o Implementation of lesson matches the lesson design					

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
Music-specific Criteria					
o Models expressively and skillfully on a primary instrument or voice (keyboard skills as appropriate)					
o Demonstrates developing skills in error detection, aural musicianship, conducting, transpositions and fingerings (as appropriate)					
o Guides students to engage in a variety of musical actions (e.g., singing, performing on instruments, movement, reading music, improvising, arranging, composing, producing)					
o Creates grade-level appropriate and effective strategies to teach and reinforce foundational music skills (e.g., matching pitch, tone, intonation, reading music, notation, musicianship skills, solo and ensemble skills)					
o Infuses opportunities for students to make musical decisions (e.g., student-guided sectionals, discussions, individual music projects, student choice of music), as appropriate					
Student Participation					
o Students actively contribute to class by offering ideas, performing, and/or asking questions					
o Students actively listen and engage when others speak or perform, in both in small and large group settings					
o Students co-construct knowledge and skills					
o Students are engaged in learning					
Professionalism					
o Reflective about teaching practices and implements comments for improvements					
o Implements improvement comments from supervisor and cooperating teacher					
o Professional dress					
o On time and prepared					
o Modeling professional behavior and tone					
o Engaged with the discipline					
o Appropriate rapport with students					

Comments:

SSCP PE - FINAL Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: [Required]

Evalutator's Name: [Required]

Subject: [Required]

Grade level: [Required]

School: [Required]

District: [Required]

A. Student Engagement and Participation [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Physical Education [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability for procedures assuring a safe and productive learning environment that includes care and distribution of equipment and monitoring activities in the gym or on the field *	○	○	○	○	○
C2-2. Provides instruction that demonstrates a variety of physical education lessons including traditional, non-traditional activities and fitness-based lessons to remove barriers for participation in physical activities *	○	○	○	○	○
C2-3. Demonstrates effective instructional strategies to include the five overarching California Physical Education Content Standards and English Language Learning Standards *	○	○	○	○	○
C2-4. Demonstrates assessing physical fitness using the state mandated FITNESSGRAM test administration components and teaching students how to assess physical fitness to maintain a healthy lifestyle *	○	○	○	○	○
C2-5. Provides instruction that introduces Culturally Responsive Pedagogy activities which may include cultural dances, cultural games, and non-traditional activities *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.
❷ More information

Choose File | No file chosen ⊕ Upload

✔ Save Draft | Submit

SSCP PE - MIDTERM Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   **Complete**

Student Teacher's Name: [Required]

[   ]

Evalutator's Name: [Required]

[   ]

Subject: [Required]

[   ]

Grade level: [Required]

[   ]

School: [Required]

[   ]

District: [Required]

[   ]

A. Student Engagement and Participation [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Physical Education [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability for procedures assuring a safe and productive learning environment that includes care and distribution of equipment and monitoring activities in the gym or on the field *	○	○	○	○	○
C2-2. Provides instruction that demonstrates a variety of physical education lessons including traditional, non-traditional activities and fitness-based lessons to remove barriers for participation in physical activities *	○	○	○	○	○
C2-3. Demonstrates effective instructional strategies to include the five overarching California Physical Education Content Standards and English Language Learning Standards *	○	○	○	○	○
C2-4. Demonstrates assessing physical fitness using the state mandated FITNESSGRAM test administration components and teaching students how to assess physical fitness to maintain a healthy lifestyle *	○	○	○	○	○
C2-5. Provides instruction that introduces Culturally Responsive Pedagogy activities which may include cultural dances, cultural games, and non-traditional activities *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength [Required]

I. Indicate Three Areas for Improvement and Growth [Required]

J. Other Comments on Overall Teaching Effectiveness [Required]

PSID [Required]

Midterm Action Plan [Required]

Upload the Midterm Action plan for your Student Teacher.

❷ More information

Choose File | No file chosen   ⊕ Upload

✔ Save Draft | Submit

California State University, Long Beach

Physical Education Student Teacher Observation Form 2020-21

Student Teacher's Name: Date of Observation:

Supervisor Name:

Observation #:   #1☐ #2☐ #3☐ #4☐ #5☐ #6☐

School Period Observed: Period Observed

Lesson Plan: Select

Objectives Appropriate for Lesson ☐

Objectives Actually Taught ☐

CA State Standards Addressed in LP ☐

CA ELD Standards Addressed LP ☐

Modifications (Language and Ability) indicated in LP ☐

Supervisor's Overall Evaluation of Lesson Plan:

Data based evaluation of student teacher's lesson

Use one or more of the categories below to evaluate the teacher's instruction.

Student Names	Activity, Instruction & Management
Tally the # of times the teacher states the name of a student. Comment:	Proportion of Class Time spent in Activity, Instruction or Management. Activity = % Instruction = % Management = % Comment:

Feedback		Inappropriate and Overused Words and Phrases	
Tally the # of times the teacher uses feedback		Tally each occurrence of an inappropriate and overused word or phrase	
Positive Specific		"Okay"	
Positive General		"Um"	
Corrective Specific		"All right"	
Corrective General		"You guys"	
Total # of Feedback		Total	
Comment:		Comment:	

Observations: Post Observation Consultation/Reflection

Strengths:	
Needs Improvement Suggestions	
Focus for next observation.	
Supervisor Reflection on Student Teacher's Growth	
Current Student Teacher Performance Level	Student Teacher Performance Level

Supervisor Electronic Signature :

(Save pdf of this evaluation and submit/e-mail to student teacher)

SSCP Science - FINAL Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Science [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design and deliver instruction of increasing complexity and/or abstraction in science *	○	○	○	○	○
C2-2. Structures and facilitates lessons to include the three dimensions of NGSS, balancing content (DCIs) with science and engineering processes (SEPs) and includes the metacognitive framing (CCC) to help students de-silo the science disciplines when explaining natural phenomena *	○	○	○	○	○
C2-3. Provides opportunities for students to build an understanding of science as a way of explaining the natural world--the nature of science—through wondering, investigating, questioning, data collecting and analyzing *	○	○	○	○	○
C2-4. Implements a comprehensive and systematic program with explicit connections between science, society, technology, and the environment *	○	○	○	○	○
C2-5. Uses effective strategies to develop students' skills to integrate mathematical concepts and practices, including the importance of accuracy, precision, and estimation data and literacy *	○	○	○	○	○
C2-6. Uses effective strategies to develop students' skills for demonstrating and encouraging multiple ways to measure and record scientific data, including the use of mathematical symbols *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-7. Uses effective strategies to develop students' skills for demonstrating and encouraging multiple ways to measure and record scientific data, including the use of mathematical symbols *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

[   ]

PSID [Required]

[   ]

Final Induction Plan [Required]

Upload the Final Induction Plan for your Student Teacher.

❷ More information

| Choose File | No file chosen | ⊕ Upload |

✔ Save Draft   Submit

SSCP Science - MIDTERM Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - Science [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Demonstrates the ability to design and deliver instruction of increasing complexity and/or abstraction in science *	○	○	○	○	○
C2-2. Structures and facilitates lessons to include the three dimensions of NGSS, balancing content (DCIs) with science and engineering processes (SEPs) and includes the metacognitive framing (CCC) to help students de-silo the science disciplines when explaining natural phenomena *	○	○	○	○	○
C2-3. Provides opportunities for students to build an understanding of science as a way of explaining the natural world--the nature of science—through wondering, investigating, questioning, data collecting and analyzing *	○	○	○	○	○
C2-4. Implements a comprehensive and systematic program with explicit connections between science, society, technology, and the environment *	○	○	○	○	○
C2-5. Uses effective strategies to develop students' skills to integrate mathematical concepts and practices, including the importance of accuracy, precision, and estimation data and literacy *	○	○	○	○	○
C2-6. Uses effective strategies to develop students' skills for demonstrating and encouraging multiple ways to measure and record scientific data, including the use of mathematical symbols *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-7. Uses effective strategies to develop students' skills for demonstrating and encouraging multiple ways to measure and record scientific data, including the use of mathematical symbols *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength [Required]

I. Indicate Three Areas for Improvement and Growth [Required]

J. Other Comments on Overall Teaching Effectiveness [Required]

PSID [Required]

Midterm Action Plan [Required]

Upload the Midterm Action plan for your Student Teacher.

❓ More information

Choose File | No file chosen   ⊕ Upload

✔ Save Draft   Submit

SSCP Social Science - FINAL Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	◯	◯	◯	◯	◯

C2. Subject-Specific Pedagogies - History-Social Science [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Examines the content and determines which of the historical analysis skills would be the most appropriate for students to practice in order to comprehend major concepts *	◯	◯	◯	◯	◯
C2-2. Engages students with inquiry and topics of disciplinary significance focusing upon making connections to larger patterns or issues of significance, and supports the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender) *	◯	◯	◯	◯	◯
C2-3. Selects and uses appropriate and relevant primary and secondary sources that tell multiple stories in order to articulate similarities/differences, create claims supported by evidence, and build arguments to develop students' own interpretations of historical events. *	◯	◯	◯	◯	◯
C2-4. Models and supports students in working with complex and intellectually challenging text, images, graphs, editorial cartoons, and media to assess their evidentiary basis with arguments *	◯	◯	◯	◯	◯
C2-5. Develops students' understanding of the physical world, encourages their participation in the democratic system of government (civics), teaches students about the past, helps students understand advanced economic principles and personal financial literacy, and improves their ability to make reasoned decisions based on evidence. *	◯	◯	◯	◯	◯

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-6. Uses timelines and maps to reinforce students' sense of temporal and spatial scale *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength [Required]

I. Indicate Three Areas for Improvement and Growth [Required]

J. Other Comments on Overall Teaching Effectiveness [Required]

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.

❷ More information

| Choose File | No file chosen | ⬆ Upload |

✔ Save Draft   Submit

SSCP Social Science - MIDTERM Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - History-Social Science [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-1. Examines the content and determines which of the historical analysis skills would be the most appropriate for students to practice in order to comprehend major concepts *	○	○	○	○	○
C2-2. Engages students with inquiry and topics of disciplinary significance focusing upon making connections to larger patterns or issues of significance, and supports the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender) *	○	○	○	○	○
C2-3. Selects and uses appropriate and relevant primary and secondary sources that tell multiple stories in order to articulate similarities/differences, create claims supported by evidence, and build arguments to develop students' own interpretations of historical events. *	○	○	○	○	○
C2-4. Models and supports students in working with complex and intellectually challenging text, images, graphs, editorial cartoons, and media to assess their evidentiary basis with arguments *	○	○	○	○	○
C2-5. Develops students' understanding of the physical world, encourages their participation in the democratic system of government (civics), teaches students about the past, helps students understand advanced economic principles and personal financial literacy, and improves their ability to make reasoned decisions based on evidence. *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C2-6. Uses timelines and maps to reinforce students' sense of temporal and spatial scale *	○	○	○	○	○

D. Lesson Plans and Delivery [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength [Required]

I. Indicate Three Areas for Improvement and Growth [Required]

J. Other Comments on Overall Teaching Effectiveness [Required]

PSID Required

Midterm Action Plan Required

Upload the Midterm Action plan for your Student Teacher.

❷ More information

| Choose File | No file chosen | ⬆ Upload |

✔ Save Draft   Submit

California State University Long Beach

Date: __   **Subject:** _   **Period:** _____**Time:**   **Observation:**

Student Teacher's Name: **Mentor Teacher's Name:**   **School:**

Teaching Performance Expectations

TPE 1: Engaging & Supporting All Students in Learning

TPE 2: Creating & Maintaining Effective Environments for Student Learning

TPE 3: Understanding & Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction & Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Observation Summary
Areas of Strength
Areas of Improvement
Next Steps

California State University, Long Beach
History/Social Science Credential
Classroom Observation Form

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient	Not Observed
Behavior/Management					
o Rules and Procedures are taught and practiced					

o	When the situation warrants, consequences are appropriate and allow for due process.					
o	Proximity controls behavior					
o	Transitions are clear, smooth, and timely					
o	Students are on task-many were by virtue of the chat and pool. Not sure all were.					
o	Teacher candidate affirms student responsibility for their learning					
Teacher Organization/Direction						
o	Technology (computer, projector, document camera) and student handouts are prepared and in place before class begins					
o	Teacher candidate models instruction prior to students working independently					
o	Teacher candidate gives clear, concise directions					
o	Teacher candidate checks for student understanding of instructions					
o	Teacher candidate monitors student progress as they work					
o	Teacher candidate is prepared with back pocket questions and encourages additional thinking					
o	Teacher candidate modifies directions and/or pacing as necessary to ensure student learning objectives are met					
Student Participation						
o	Students actively contribute to class by offering ideas and/or asking questions					
o	Students listen when others talk, both in groups and in class					
o	Students incorporate or build off the ideas others					
o	Students are engaged in learning					
Professionalism						
o	Professional dress					
o	On time and prepared					
o	Modeling professional behavior and tone					
o	Engaged with discipline					
o	Appropriate rapport with students					
Historical Thinking						
o	Lesson design scaffolds historical thinking skills development					
o	Teacher candidate models and/or explicitly teaches historical thinking skills					
o	Content acquisition is aligned with a historical thinking skill or substantive concept					
o	Central historical question framed around a particular historical thinking skill					
o	When reading primary sources are students attentive to sourcing?					
o	When reading secondary sources, are students given clear purpose for reading related to the historical thinking skill?					
Lesson Design						
o	Teacher candidate constructs and presents a logical and coherent plan for the day's lesson					

o Teacher candidate constructs and presents the content learning objective to the students					
o Teacher candidate constructs and presents an engaging and relevant anticipatory set					
o Content is aligned with the central historical question (CHQ) and delivered to promote student knowledge acquisition					
o Teacher candidate constructs and presents the student with an appropriate activity and investigation, explaining its purpose to answer the CHQ					
o Teacher candidate constructs and presents multiple formative assessments as well as a lesson closure that relates to the CHQ					
o Teacher candidate explicitly contextualizes or connects lesson to larger theme					
o Teacher candidate prepares appropriate differentiation to support students and extend their thinking					

Student Teacher Reflection

- What worked well today and why?
- What areas needed more attention today in order to improve your teaching and students' learning?
- What steps might you take to meet the goals identified? What support is needed? How can I help?

California State University Long Beach
WORLD LANGUAGES: LOTE Student Teaching Observation Form Fall 2020

Student Teacher _____   Date: _____

School _____   Subject: _____

Observation # _____   Period: _____

I Lesson Steps

	Observed	Not observed
Anticipatory Set / Warm-up	☐	☐
Comprehensible Input	☐	☐
Guided Practice	☐	☐
Closure	☐	☐
Independent Practice	☐	☐

II. Teaching Competency

1. Knowledge of Subject Matter

	Could Improve	Acceptable	Excellent	Not Observed
Uses target language for instruction	☐	☐	☐	☐
Uses sheltered target language appropriately	☐	☐	☐	☐
Presents accurate and appropriate subject matter knowledge during the lesson	☐	☐	☐	☐

Approximate % of target language used by teacher _____%
Approximate % of target language used by students _____%

Comments:

2. Principles of Effective Instruction

	Could Improve	Acceptable	Excellent	Not Observed
Organizes lesson into logical sequence from simple to complex.	☐	☐	☐	☐
Comprehensible input is personalized.	☐	☐	☐	☐
Presents clear, logical explanations with appropriate examples.	☐	☐	☐	☐
Checks for understanding frequently.	☐	☐	☐	☐
Provides adequate guided practice.	☐	☐	☐	☐
Uses a variety of activities to make learning effective and incorporates multiple learning modalities.	☐	☐	☐	☐
Provides opportunities for active student participation.	☐	☐	☐	☐
	Could Improve	Acceptable	Excellent	Not Observed

Provides an adequate balance of grammar, communication, culture, reading, and writing in the classroom.	☐	☐	☐	☐
Homework is meaningful and appropriate.	☐	☐	☐	☐
Has effective "teacher voice" – volume and enunciation.	☐	☐	☐	☐
Students are actively engaged in learning.	☐	☐	☐	☐

Comments:

3. Learning Environment

Communicates enthusiasm for learning and connects well to students.	☐	☐	☐	☐
Encourages and accepts appropriate student expression of opinions or ideas.	☐	☐	☐	☐
Promotes mutual respect among students.	☐	☐	☐	☐
Uses class time efficiently.	☐	☐	☐	☐
Establishes effective classroom routines.	☐	☐	☐	☐
Deals with/addresses non-engagement consistently.	☐	☐	☐	☐

Comments:

4. Self-Reflection on Teaching Experiences

Focus for next observation: _____

Date of next observation: _____

SSCP World Languages - FINAL Evaluation

*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start ————————————————————————— Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - World Languages: LOTE Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Ob:
C2-1. Demonstrates a high proficiency in the language and culture that allows them to conduct classes effectively in the target language *	○	○	○	○	○
C2-2. Presents instruction in the target language that is comprehensible to students; uses English only when necessary *	○	○	○	○	○
C2-3. Provides relevant and personalized comprehensible input, practice, and assessment in the target language *	○	○	○	○	○
C2-4. Understands research-based language acquisition theory and how it guides language lesson planning, delivery, and assessment *	○	○	○	○	○
C2-5. Designs instruction that incorporates the three communicative modes (interpretive, interpersonal, presentational) and balances the language skills of communication, culture, reading, writing and grammar. *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment [Required]

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Final Induction Plan Required

Upload the Final Induction Plan for your Student Teacher.

❷ More information

| Choose File | No file chosen | ⬆ Upload |

| ✔ Save Draft | Submit |

SSCP World Languages - MIDTERM Evaluation
*Submitted on S4 @ The Beach by the University Mentor and Cooperating Teachers

Start   Complete

Student Teacher's Name: Required

Evalutator's Name: Required

Subject: Required

Grade level: Required

School: Required

District: Required

A. Student Engagement and Participation Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-1. Connects subject matter to real-life contexts and provides active learning experiences to engage student interest, support student motivation, and empower students to extend their learning; applies understanding of students' cultural, linguistic, prior experiences, and funds of knowledge to make instruction relevant and learning effective for all students *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
A-2. Promotes students' critical thinking and creativity through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection *	○	○	○	○	○
A-3. Provides clear directions and achievement expectations, checks for understanding, monitors student progress, and adjusts instruction so that all students remain actively engaged in learning activities *	○	○	○	○	○
A-4. Promotes a range of communication strategies and activity modes between teacher and students, and among students, that encourages participation and learning *	○	○	○	○	○
A-5. Utilizes a variety of developmentally, linguistically, and ability appropriate instructional strategies, resources, digital tools, and assistive technology to support access to the curriculum for all students and encourages active and equitable participation *	○	○	○	○	○
A-6. Uses appropriate cultural referents knowledge and builds bridges of meaningfulness between academic abstractions and students' lived socio-cultural realities *	○	○	○	○	○

B. Student Behavior and Classroom Management Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-1. Creates an effective learning environment that fosters positive interactions among students, interpersonal dialogues reflecting diverse perspectives, relationships of trust, and a sense of community *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
B-2. Establishes, maintains, and monitors an inclusive and productive learning environment that is physically, mentally, intellectually, socially, and emotionally healthy and safe for all students *	○	○	○	○	○
B-3. Establishes and maintains clear expectations for positive classroom behavior; utilizes procedures and routines that re-engage students off task, and includes strategies to support positive interventions such as restorative justice and conflict-resolution practices *	○	○	○	○	○
B-4. Maintains high expectations for learning with appropriate support and differentiation for the full range of students (i.e., English language learners, GATE, students with disabilities, and those impacted by a life-challenge) in the learning environment *	○	○	○	○	○
B-5. Promotes students' individual responsibility for their own learning, conscientious participation, and important behaviors such as timeliness, attendance, and completing assignments *	○	○	○	○	○
B-6. Recognizes the positionality of the instructor, acknowledges power dynamics in the classroom, and works collaboratively to promote culturally affirming pro-social behavior and social-emotional learning competencies (i.e., self-awareness, social awareness, responsible decision-making, self-management, and relationship skills) *	○	○	○	○	○

C1. Subject Matter Knowledge Content Specific Pedagogy Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-1. Demonstrates subject matter knowledge to plan, teach, assess, and reflect on content-specific instruction, aligned with the adopted California State Standards, English Language Development Standards, curriculum frameworks, and educational technology standards *	○	○	○	○	○
C1-2. Demonstrates the ability to use research-based instructional strategies, materials, resources and technologies to differentiate instruction making content subject matter accessible for all students *	○	○	○	○	○
C1-3. Adapts subject matter curriculum, organization, and planning to support the acquisition and use of academic language to develop and improve the subject matter knowledge of all students (i.e., full range of English learners, students with disabilities and those impacted by a life-challenge) *	○	○	○	○	○
C1-4. Uses knowledge about students' cultural identities and funds of knowledge alongside learning goals to organize the curriculum and make accommodations and/or modify resources, standards-aligned instructional materials, and a range of technologies to facilitate students' equitable access to the curriculum *	○	○	○	○	○
C1-5. Designs curriculum incorporating research-based instructional approaches and strategies demonstrating an understanding of the subject matter while affirming students' cultural identities through acknowledgement of students' language acquisition experiences *	○	○	○	○	○
C1-6. Communicates high-expectations and provides support that leverages knowledge of students' assets and learning needs alongside of effective instructional strategies connected to different ways of learning *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
C1-7. Designs and implements instruction and assessment that reflects the significance of cross-disciplinary learning in the specific subject matter *	○	○	○	○	○

C2. Subject-Specific Pedagogies - World Languages: LOTE Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Obs
C2-1. Demonstrates a high proficiency in the language and culture that allows them to conduct classes effectively in the target language *	○	○	○	○	○
C2-2. Presents instruction in the target language that is comprehensible to students; uses English only when necessary *	○	○	○	○	○
C2-3. Provides relevant and personalized comprehensible input, practice, and assessment in the target language *	○	○	○	○	○
C2-4. Understands research-based language acquisition theory and how it guides language lesson planning, delivery, and assessment *	○	○	○	○	○
C2-5. Designs instruction that incorporates the three communicative modes (interpretive, interpersonal, presentational) and balances the language skills of communication, culture, reading, writing and grammar. *	○	○	○	○	○

D. Lesson Plans and Delivery Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-1. Uses research-based practices and information about students to design effective standards-based unit and lesson plans, reflects on short-term and long-term goals, and collaborates with school colleagues *	○	○	○	○	○

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
D-2. Plans instruction that establishes clear and appropriate learning objectives and scaffolds learning with effective strategies to meet the performance expectations of appropriate California State Standards *	○	○	○	○	○
D-3. Plans, designs, implements and monitors instruction, making effective use of instructional time to maximize learning and encourage student participation *	○	○	○	○	○
D-4. Designs curriculum for all students incorporating appropriate use of instructional technology and instructional strategies including: Multiple Tiered Systems of Support and Universal Design for Learning *	○	○	○	○	○
D-5. Plans and implements differentiated instruction based on students' levels of achievement, development, learning, and behavior to accommodate students' assets, needs, and advocacy for strategies that meet their individual learning goals *	○	○	○	○	○
D-6. Integrates digital tools and learning technologies to develop digital literacy and citizenship (i.e., creativity, collaboration, communication, critical thinking, character and civic engagement) and offer students multiple means to demonstrate their learning *	○	○	○	○	○
D-7. Designs curriculum and instruction that develops skills to become social critics, informed decision-makers and active citizens *	○	○	○	○	○

E. Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
E-1. Applies knowledge of the purposes, characteristics, and appropriate uses of multiple measures and different types of assessments to design and administer classroom assessments, including use of scoring rubrics *	○	○	○	○	○
E-2. Assesses students' academic abilities, content knowledge, and skills through formal and informal methods, and analyzes data from these measures to plan, modify and differentiate instruction, and advance and document students' learning overtime. *	○	○	○	○	○
E-3. Uses assessment data to inform appropriate feedback to students in a timely manner, and communicates progress with students, parent(s), and families *	○	○	○	○	○
E-4. Involves all students in self-assessment, progress monitoring and reflection on their learning goals, provides students with opportunities to revise or reframe work based on assessment feedback *	○	○	○	○	○
E-5. Assesses students' contemporary interests, aspirations, cultural practices, and motivations to build an effective learning community and environment among the teacher and students *	○	○	○	○	○
E-6. Analyzes and uses assessment data, including information from English language learners' proficiency levels, as well as from students' IEP, IFSP, ITP, and/or 504 plans where applicable, to design and differentiate instruction *	○	○	○	○	○

F. Professionalism Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards	Not Observed
F-1. Reflects on their own teaching practice, level of subject matter, and pedagogical knowledge through self-assessment to improve their teaching and student learning *	○	○	○	○	○
F-2. Conducts oneself with integrity, models ethical behaviors for students and others, promotes non-essentializing conceptualizations of culture and maintains a positive, equitable, and inclusive learning environment *	○	○	○	○	○
F-3. Demonstrates care, support, fairness and anti-bias practices towards all students, families, school personnel, and members of the larger school community *	○	○	○	○	○
F-4. Demonstrates how and when to involve school professionals, parent(s), guardians, family, and community members to support student learning *	○	○	○	○	○
F-5. Demonstrates collegiality, enthusiasm and portrays a professional appearance and demeanor *	○	○	○	○	○
F-6. Communicates professionally with colleagues and manages time to meet professional goals (e.g., is on time and prepared to teach, submits lesson and/or weekly plans on time, maintains accurate records within deadlines provided—reflections, emails, lesson planning, etc.) *	○	○	○	○	○
F-7. Demonstrates professional oral, written, and digital communication; uses social media and other digital platforms responsibly *	○	○	○	○	○

G. Overall Teaching Effectiveness Assessment Required

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards

	Exceptional Beginning Practice	Proficient Beginning Practice	Developing Beginning Practice	Not Consistent with Standards
G. This rating is a holistic assessment of the student teacher's performance. It is not an average score of categories A-F. A rating of "not consistent with standard expectations for beginning practice (NC)" in Category "G" on the Final Evaluation will result in no credit received for student teaching. The candidate will not be recommended for the credential. *	○	○	○	○

H. Indicate Three Areas of Strength Required

I. Indicate Three Areas for Improvement and Growth Required

J. Other Comments on Overall Teaching Effectiveness Required

PSID Required

Midterm Action Plan Required

❷ More information

Choose File   No file chosen   ⬆ Upload

✔ Save Draft   Submit