San José State University

Single Subject Credential Program

**Phase II/III Formative Evaluation Form**

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Univ. Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(**Note**: place an asterisk beside the name of the person filling out this form)

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, choose the number that represents your rating using the following scale.

|  |
| --- |
| **Teaching Effectiveness Scale**(based on observations, candidate’s lesson/unit plans, student work, and/or other artifacts of teaching) |
| **3** | **Capable** | Applies knowledge and understanding to effectively support student learning |
| **2** | **Developing** | Shows basic knowledge and understanding; attempts to support student learning but may be inconsistent |
| **1** | **Unsatisfactory** | Shows limited knowledge and understanding and/or weak performance that does not support student learning |
| **NA** | **Not observed/No supporting evidence to make determination** |

**Teaching Expectations for Pre Service Teachers**

**I. Making Subject Matter Comprehensible for Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks. | 3 | 2 | 1 | NA |
| 2. Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL. | 3 | 2 | 1 | NA |
| 3. Uses relevant materials, resources, and technologies to make subject matter accessible to all students. | 3 | 2 | 1 | NA |

**Comments:**

**Teaching Effectiveness Scale**

**3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

**II. Assessing Student Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4. Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework. | 3 | 2 | 1 | NA |
| 5. Appropriately selects or creates and uses different types of diagnostic/assessment measures. | 3 | 2 | 1 | NA |
| 6. Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways. | 3 | 2 | 1 | NA |
| 7. Uses information from formal and informal assessments to guide and adjust instruction. | 3 | 2 | 1 | NA |
| 8. Communicates with students, families, and/or other audiences about student progress. | 3 | 2 | 1 | NA |

**Comments:**

**III. Engaging and Supporting All Students in Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9. Effectively communicates instructional and learning goals to students. | 3 | 2 | 1 | NA |
| 10. Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning. | 3 | 2 | 1 | NA |
| 11. Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity. | 3 | 2 | 1 | NA |
| 12. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant. | 3 | 2 | 1 | NA |
| 13. Facilitates learning experiences that promote self-directed, reflective learning for all students. | 3 | 2 | 1 | NA |
| 14. Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL. | 3 | 2 | 1 | NA |

**Comments:**

**Teaching Effectiveness Scale**

**3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

**IV. Planning Instruction and designing learning for all students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 15. Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs. | 3 | 2 | 1 | NA |
| 16. Establishes both long and short-term goals for student learning that reflect content standards and student need. | 3 | 2 | 1 | NA |
| 16b. Develops and sequences instructional materials (lesson and unit plans) and activities to accommodate and support diverse learning needs, including but not limited to ELL. | 3 | 2 | 1 | NA |
| 17. Creates instructional plans that allow adjustment for student needs. | 3 | 2 | 1 | NA |
| 18. When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL. | 3 | 2 | 1 | NA |
| 19. Demonstrates awareness of families and communities and the roles they play in supporting student learning. | 3 | 2 | 1 | NA |

**Comments:**

**V. Creating and Maintaining Effective Learning Environments for Student Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 20. Implements classroom procedures and routines to establish a supportive, positive, and productive learning environment for all students. | 3 | 2 | 1 | NA |
| 21. Establishes a classroom climate that promotes equity, fairness, and respect. | 3 | 2 | 1 | NA |
| 22. Establishes and maintains high standards for student behavior. | 3 | 2 | 1 | NA |
| 23. Allocates instructional time effectively. | 3 | 2 | 1 | NA |
| 24. Adjusts instructional time to maximize potential for student achievement. | 3 | 2 | 1 | NA |

**Comments:**

**Teaching Effectiveness Scale**

**3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence**

**VI. Developing as a professional educator**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 25. Reflects on and modifies teaching practice to better meet student needs. | 3 | 2 | 1 | NA |
| 26. Demonstrates competence in oral and written communication. | 3 | 2 | 1 | NA |
| 27. Responds to and incorporates constructive criticism. | 3 | 2 | 1 | NA |
| 28. Works with colleagues to improve teaching and learning. | 3 | 2 | 1 | NA |
| 29. Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues. | 3 | 2 | 1 | NA |
| 30. Exhibits ethical and professional behavior in the workplace. | 3 | 2 | 1 | NA |
| 31. Recognizes ways in which personal values and biases affect teaching and learning. | 3 | 2 | 1 | NA |
| 32. In conversations with peers, other professionals, and parents, communicates the commitment to ensuring that all students can learn. | 3 | 2 | 1 | NA |
| 33. Shows interest in continuing professional development. | 3 | 2 | 1 | NA |

**Comments:**

**Overall Teaching Effectiveness**

34. **In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate’s current performance (check one):**

* \_\_\_\_\_ Requires routine assistance from others
* \_\_\_\_\_ Continually relies on cooperating teacher or others for assistance
* \_\_\_\_\_ Benefits from occasional direct assistance
* \_\_\_\_\_ Implements most elements independently, reflects on experience, and seeks or accepts assistance
* when needed.

**Final Narrative for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Briefly describe the student teacher/intern's teaching assignment. Include information about this candidate’s teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate’s performance

**Classes and subject area/s taught and School Demographics**

**Candidate’s Strengths**

**Areas for Growth**

Please describe specific elements that are areas of growth where the student teacher/intern would benefit from further assistance and support. Describe the steps that the student teacher/intern should take and the kinds of assistance that s/he may need.

**35. Recommendation:** Based on the candidate’s performance so far this semester and your professional judgment:

 \_\_\_\_\_\_\_\_\_\_ This candidate is progressing well. I recommend we continue with the current level of support.

 \_\_\_\_\_\_\_\_\_ This candidate is progressing well but s/he will benefit from specific support as described in the "Areas for Growth" section above.

 \_\_\_\_\_\_\_\_\_ This candidate needs immediate and specific support as described in the "Areas of Growth" section above and is in danger of having to repeat the Phase II teaching assignment.

\_\_\_\_\_\_\_\_ University Supervisor \_\_\_\_\_\_\_\_ Mentor Teacher \_\_\_\_\_\_\_\_ School Site Supervisor

**Signature of Evaluator of this Form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**