

Final Review

Evaluation Completed by Supervisor : ██████████

Candidate's CWID: ██████████ District: ██████████
 Candidate's Name: ██████████ ██████████ ██████████
 ██████████ ██████████ Subject Area: 2

Term/Year: Fall 2021

Summary of Midterm TPE Assessment:

0 = No Evidence	1 = Emerging	2 = Expanding	3 = Proficient	4 = Accomplished
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		Score
TPE 1	Engaging and Supporting All Students in Learning	2
a.	Relates material to student interests & experiences, cultural and linguistic backgrounds	2
b.	Provides comprehensible input for all levels of EL	2
c.	Keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking	2
d.	Uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students	2
e.	Communicates achievement expectations and progress to students and families	2
f.	Monitors student learning and adjusts instruction	2
TPE 2	Creating and Maintaining Effective Environments for Student Learning	2
a.	Establishes and maintains inclusive climate for all students	2
b.	Effectively communicates and enforces routines, procedures and norms	2
c.	Encourages positive interactions and social-emotional growth	2
d.	Uses strategies that engage students in collaboration and that reflect multiple perspectives	2
e.	Connects students to appropriate resources	2
f.	Maintains high expectations with support for all students	2
TPE 3	Understanding and Organizing Subject Matter for Student Learning	2
a.	Demonstrates knowledge of subject	2
b.	Creates lesson plan that organizes the curriculum to promote student understanding and access to curriculum	2
c.	Makes appropriate instructional adaptations to meet the needs of ELs/EBs, students with (dis)abilities	2
d.	Utilizes appropriate instructional resources to ensure equitable access to curriculum	2
e.	Consults and collaborates with educators to plan for instruction and support students to demonstrate knowledge	2
f.	Uses technology to support learning and develop digital citizenship	2
g.	Knows and applies theories, principles, and instructional strategies for English language development (ELD) in relation to subject-specific content area	2
TPE 4	Planning Instruction and Designing Learning Experiences for All Students	2
a.	Applies linguistic and cultural background knowledge of students to plan, design, implement, and monitor instruction	2
b.	Makes cross-disciplinary connections	2
c.	Accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans)	2
d.	Utilizes instructional time effectively	2
e.	Uses digital tools and technologies to support learning and digital citizenship	2
f.	Plans instruction that incorporates a range of communication strategies and activity modes	2
g.	Uses adaptations to remove barriers and increase access to curriculum for all students	2
h.	Implements an instructional program that facilitates integrated English language development (reading, writing, listening, and speaking)	2
TPE 5	Assessing Student Learning	2
a.	Involves students in self-assessment	2
b.	Uses different types and forms of assessment to plan and modify instruction and document students' learning over time	2
c.	Uses technology to support assessment administration, analysis, and communication of results	2
d.	Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction	2
e.	Communicates assessment results in a timely manner to students and families	2
f.	Interprets ELs/EBs' assessment data to identify English proficiency and uses data to plan instruction	2
TPE 6	Developing as a Professional Educator	2
a.	Establishes professional learning goals and makes progress to improve practice	2
b.	Demonstrates professional responsibility for student learning and class management	2
c.	Communicates and collaborates effectively with colleagues to support student learning	2
d.	Reflects on one's teaching practice and level of subject matter & pedagogical knowledge to improve student learning	2
e.	Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues	2
f.	Conducts themselves with integrity and models ethical conduct	2

Subject-Specific Pedagogy

Demonstrates knowledge of and the ability to teach (in developmentally appropriate ways) content aligned with the California State Standards and the English Language Development Standards in the subject-specific content areas.

Subject Area: English **2**

Explanation

Please explain one or more of your ratings, as needed. Consider strengths and areas for growth to explain your rating of specific indicators and/or your overall evaluation.

Dear CTC, ██████████ has become familiar with and is now applying knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. ██████████ now designs and implements instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. This is a challenging aspect, but it has been wonderful to see the TC develop this skillset of teaching and find success in working with all students. ██████████ is still learning how to collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time – this cannot happen until she is given access to district data and the access is limited at this point still. The CTC requires students to engage in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback, but this needs to be developed. The TC uses technology in an appropriate manner to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. The TC has and continues to use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. I believe ██████████ is recognizing her own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. ██████████ exhibits positive dispositions of caring, support, acceptance, and fairness toward all students, families, as well as toward their colleagues. The TC has established professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. The TC is continuing to demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. Best, ██████████

Score: 2
Evaluation grade: NC