

Final Review

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

Candidate's CWID: ██████████ District: ██████████
 Candidate's Name: ██████████ School: ██████████
 Candidate's Email: ██████████@csu.fullerton.edu Subject Area: 2
 Term/Year: Fall 2021

Summary of End of Program TPE Assessment:

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|------------------------|---------------------|----------------------|-----------------------|-------------------------|
| 0 = No Evidence | 1 = Emerging | 2 = Expanding | 3 = Proficient | 4 = Accomplished |
|------------------------|---------------------|----------------------|-----------------------|-------------------------|

| | | Score |
|--------------|--|--------------|
| TPE 1 | Engaging and Supporting All Students in Learning | 3 |
| a. | Relates material to student interests & experiences, cultural and linguistic backgrounds | 3 |
| b. | Provides comprehensible input for all levels of EL | 3 |
| c. | Keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking | 3 |
| d. | Uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students | 3 |
| e. | Communicates achievement expectations and progress to students and families | 3 |
| f. | Monitors student learning and adjusts instruction | 3 |
| TPE 2 | Creating and Maintaining Effective Environments for Student Learning | 3 |
| a. | Establishes and maintains inclusive climate for all students | 3 |
| b. | Effectively communicates and enforces routines, procedures and norms | 3 |
| c. | Encourages positive interactions and social-emotional growth | 3 |
| d. | Uses strategies that engage students in collaboration and that reflect multiple perspectives | 3 |
| e. | Connects students to appropriate resources | 3 |
| f. | Maintains high expectations with support for all students | 3 |
| TPE 3 | Understanding and Organizing Subject Matter for Student Learning | 3.14 |
| a. | Demonstrates knowledge of subject | 3 |
| b. | Creates lesson plan that organizes the curriculum to promote student understanding and access to curriculum | 4 |
| c. | Makes appropriate instructional adaptations to meet the needs of ELs/EBs, students with (dis)abilities | 3 |
| d. | Utilizes appropriate instructional resources to ensure equitable access to curriculum | 3 |
| e. | Consults and collaborates with educators to plan for instruction and support students to demonstrate knowledge | 3 |
| f. | Uses technology to support learning and develop digital citizenship | 3 |
| g. | Knows and applies theories, principles, and instructional strategies for English language development (ELD) in relation to subject-specific content area | 3 |
| TPE 4 | Planning Instruction and Designing Learning Experiences for All Students | 3 |
| a. | Applies linguistic and cultural background knowledge of students to plan, design, implement, and monitor instruction | 3 |
| b. | Makes cross-disciplinary connections | 3 |
| c. | Accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans) | 3 |
| d. | Utilizes instructional time effectively | 3 |
| e. | Uses digital tools and technologies to support learning and digital citizenship | 3 |
| f. | Plans instruction that incorporates a range of communication strategies and activity modes | 3 |
| g. | Uses adaptations to remove barriers and increase access to curriculum for all students | 3 |
| h. | Implements an instructional program that facilitates integrated English language development (reading, writing, listening, and speaking) | 3 |
| TPE 5 | Assessing Student Learning | 3.16 |
| a. | Involves students in self-assessment | 3 |
| b. | Uses different types and forms of assessment to plan and modify instruction and document students' learning over time | 4 |
| c. | Uses technology to support assessment administration, analysis, and communication of results | 3 |
| d. | Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction | 3 |
| e. | Communicates assessment results in a timely manner to students and families | 3 |
| f. | Interprets ELs/EBs' assessment data to identify English proficiency and uses data to plan instruction | 3 |
| TPE 6 | Developing as a Professional Educator | 3 |
| a. | Establishes professional learning goals and makes progress to improve practice | 3 |
| b. | Demonstrates professional responsibility for student learning and class management | 3 |
| c. | Communicates and collaborates effectively with colleagues to support student learning | 3 |
| d. | Reflects on one's teaching practice and level of subject matter & pedagogical knowledge to improve student learning | 3 |
| e. | Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues | 3 |
| f. | Conducts themselves with integrity and models ethical conduct | 3 |

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 **3**

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.

The TC can effectively apply knowledge of her students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. The TC has developed in learning to maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. The TC has grown in connecting subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. The TC has developed and begun to truly engage in promoting students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. Another area where the TC has demonstrated tremendous growth would be providing a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. The TC has developed and gained a ton of knowledge in learning how to promote students' social-emotional growth, development, and individual responsibility by using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. The TC has done a tremendous job in creating learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. The TC is encouraged to continue to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. This continues to be at the heart of what it means to be an effective instructor. The TC consistently has grown in her own knowledge of subject matter, including the adopted California State Standards and curriculum frameworks, but this needs to be developed as the TC owns the material and it's no longer their master teacher's material. The TC consistently uses knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum, but this skill set still needs to be developed. The TC also plans, designs, implements and monitors instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline, but this skill set needs growth. This is an area the TC has truly grown in tremendously and continues to impress me. The TC 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. The TC 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. The TC cares deeply for the student she teaches. The TC is committed to the wellbeing of all her students. The TC has a hard work ethic, is willing to develop her craft both as an English teacher and as an educator. The TC is committed to creating an inclusive classroom that is student-centered. The TC has a strong rapport with her MT (who on occasion borrows her lesson plans) and is consistent in meeting goals and deadlines set by the MT. The TC has develop a student-centered classroom management plan, developing his skillset as a teacher of reading and writing and creating lesson plans that meet the needs (different for ELs to advanced learners) of all students in her classroom. The TC will continue to develop in her understanding of how standards apply to each grade level and how the standards differ among the grade levels. The TC is working toward all of these professional educator goals. It has been a joy to supervise her. Best, ██████████

Score: 3.04
Evaluation grade: CR