

California State University, Fresno

Candidate \_\_\_\_\_ ID \_\_\_\_\_

Supervisor \_\_\_\_\_ ID \_\_\_\_\_

Master Teacher \_\_\_\_\_ ID \_\_\_\_\_

**Scoring Rubric: Holistic Proficiency Project, v. 2.1**  
**Single Subject Assessment**  
**Mid Semester of Final Student Teaching — 155B (*Interim Report*)**  
**End of 1<sup>st</sup> Semester Internship – 155B (*Interim Report*)**

	Has Not Met Expectations for an EHD 155B Candidate (1)	Met Expectations for an EHD 155B Candidate at a Minimal Level (2)	Met Expectations for an EHD 155B Candidate at a High Level (3)	Exceeded Expectations for an EHD 155B Candidate (4)	Rating
Specific Pedagogical Skills in a Content Area (TPE 1)	Lessons are unrelated to the state adopted content standards. Conveys a negative attitude towards the content, suggesting that the content is not important or is mandated by others. Does not implement content-specific instructional strategies and uses simple teacher-directed instructional strategies that focus only on information retention and use of textbooks. Activities are restricted to reading and writing. Candidate displays no understanding of needed prerequisite knowledge. Lacks content background; activities promote common misconceptions or contain erroneous information.	Lessons are related to the state adopted content standards but connections are sometimes tenuous. Candidate is enthusiastic about some content but seems disengaged with other lessons. Uses instructional strategies appropriate to the content area taught but repertoire is limited. Candidate understands that is important to check for prerequisite learning but sometimes fails to do so or misdiagnoses what prerequisite learning is needed. Implements some critical thinking/problem-solving lessons but more often lessons promote lower levels of learning. Adequate grasp of subject matter but needs to be more resourceful.	State content standards are central to the lessons taught. Enthusiastic; gives attention to building positive student attitudes towards the subject. Develops/implements a variety of instructional strategies especially appropriate to the content area. Correctly identifies prerequisite knowledge needed by students to learn content; checks for it, and bases lesson planning on results. Sequences lessons appropriately. Knowledgeable about subject matter in most areas; identifies and understands key themes, concepts, and skills. Maintains an appropriate balances between lower and higher levels of leaning.	In addition to addressing the appropriate contents standards, lessons are often planned to integrate content standards from other curricular areas. Building excitement towards, and positive attitudes about, the subject are central to instruction. Often provides a real world context for lessons/activities. Exceptional background in subject matter is evident; seeks and uses supplementary information often. Materials reflect diverse perspectives and issues related to the content. Engages students in using technology to promote learning. Encourages students to set goals related to learning or using the content.	

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Interpretation and Use of Assessments (TPE 3)	Assessments are often inappropriate for the subject matter, content standard, and/or the instructional object; often lack validity for the lesson. No visible connection between assessment and instructional planning. Does not use both informal/formal, and formative/summative assessments on a regular basis. Uses a limited number of assessment tools and strategies; relies primarily on textbook assessments. Assessments are often confusing because the directions are unclear or the students have not been adequately prepared. The criteria for judgments regarding student learning are unclear or lacking. Feedback to students is either not provided, is not useful, or is of poor quality. System for recording and maintaining information about student progress is inadequate; would have difficulty justifying grades.	Assessments are usually appropriate to the subject matter being taught and congruent with lesson objectives. Uses some formal and informal assessments but repertoire is limited. Often ignores student questions as a source of information to assess learning. Uses some formative assessments but typically assessments are summative measures used for grading. Rarely uses scoring guides to clarify expectations or to analyze performance data. Feedback to students offers few clues about how to improve. General information or simple scores predominate assessment results; little attempt made to identify patterns of student performance (e.g., examining how ELD students fared compared to class as a whole). Records grades/scores promptly and keeps adequate records. Does not seem to have a well thought out system for grading; might have difficulty justifying or explaining grades to students, parents, and/or administrators.	Uses a variety of both informal (e.g., question and answer, student questions) and formal (e.g., tests, essays, projects, performance) assessments to determine student learning. Assessments are congruent with instructional goals and objectives. Teacher uses students' questions as one source for assessing student learning. Compares assessment results to learning goals and makes appropriate modifications to future lessons; routinely analyzes student data to identify patterns of performance. Assessments used are likely to provide students of diverse abilities equal opportunities to demonstrate what they learned. Often uses rubrics or scoring guides to inform students about expectations. Provides students with timely, useful feedback; gives suggestions likely to help students improve. Implements a reasonable, carefully considered, process for grading.	Develops/selects and uses appropriate informal and formative assessments to analyze student learning on a daily basis. Matches the type of assessment to the cognitive level of the instruction. Tailors instruction to individual students and groups of students based on assessment results. Creates/uses assessments that are motivating to students and produce, as well as evaluate, learning. Uses performance assessments that involve students in complex, real world tasks. Assessments are often designed from a multiple intelligence perspective and allow students to demonstrate learning in a variety of ways. Students are partners in evaluation. Typically uses rubrics or scoring guides and often involves students in providing formative peer feedback. Often incorporates self-evaluation as one part of assessment. Routinely provides students with meaningful feedback; sometimes involves students in interpreting assessment results.	

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Student Engagement (TPE 5)	<p>Teacher appears disinterested in the lessons taught. Makes little or no effort to secure student interest, to clarify expectations, or to inform students of instructional objectives. Explanations are often unclear; makes little effort to check for student understanding. Few lessons incorporate activities and discussions likely to promote student participation. Only a few students regularly participate in class activities. Makes few attempts to encourage student participation in lessons; seemed unconcerned whether students participate or not. Makes little effort to redirect off-task students. Teacher questioning is limited, does not encourage broad participation; rarely uses wait time. There are few question and answer periods and questions may remain unanswered by the students. A dialogue does not exist between the teacher and students.</p>	<p>Teacher recognizes the importance of gaining student interest and attention and often does something at the beginning of class to interest students in the lessons. Communicates instructional objectives to students; tries to connect objectives to student interests or experiences. Explanations are generally clear but more examples would help. Lessons incorporate some activities or discussion to engage students in learning but participation is still limited. Implements strategies to broaden student participation (e.g., think-pair-share, jigsaw, reciprocal reading) and is partially successful in these attempts. Uses questioning strategies but quality of questions and/or participation and use of wait time still need improvement. Questions focus mostly on lower levels of learning; tend to require rote or minimal response; rarely probes or prompts.</p>	<p>Connects instructional objectives to student interests and experiences. Plans lessons/activities/discussions that promote students' active participation. Uses scoring guides (e.g., rubrics, checklists), models, or exemplars to communicate expectations. Utilizes effective strategies (e.g., think-pair-share, jigsaw, reciprocal reading) to engage most students in activity/discussion; provides positive feedback to students who do so. Avoids having a few students monopolize discussion. Questions are stated clearly; nature of expected response is clear; uses both low and high level questions; open-ended questions encourage critical thinking, creative problem solving. Provides adequate wait time for most students. Implements an accountability or reward system to promote participation.</p>	<p>Teacher is clearly interested and enthusiastic about lessons; enthusiasm is contagious. Teacher often does something unexpected to capture student attention/interest (e.g., arriving in costume, demonstrating a chemical reaction). Involves students in determining objectives; students are encouraged to set individual learning goals. Expects all students to participate in class activities; makes expectation explicit; incorporates instructional strategies to assure equitable participation. Uses interesting questions that are likely to provoke students' interest. Questions emphasize critical thinking and higher-level learning. Incorporates some direct instruction on asking/ answering questions; encourages and supports student-student questioning. Provides adequate wait time for all students to participate successfully. Typically models or provides exemplars to clarify expectations.</p>	

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Teaching English Learners (TPE 7)	Makes limited use of instructional strategies for English language development (SDAIE). Makes some attempt to teach academic vocabulary and modify language but directions and procedures are often unclear to students. Has limited success in selecting instructional materials and strategies appropriate to the students' language levels. Rarely teaches learning strategies to students. Provides limited opportunities for students to learn or practice academic language, or to build language comprehension, or strategies chosen are inappropriate for the students.	Incorporates SDAIE strategies but use is repetitive. Uses instructional strategies to teach academic vocabulary and syntax but repertoire is limited. Modifies language to ensure communication; consistently presents directions in more than one form; directions are usually clear. Is aware of English language development level of students; informally monitors growth. Chooses instructional materials appropriate to students' English language abilities. Teaches learning strategies (e.g., summarizing, comparing, and contrasting) and provides some opportunities for students to practice them.	Systematically implements instructional strategies to teach academic vocabulary and syntax, as well as to increase students' ability to comprehend and produce English. Intentionally designs instruction to include learning strategies that lead to students becoming independent learners; focuses on higher levels of learning. Uses multiple modalities to ensure effective communication. Systematically monitors the English language development level of students. Uses formal and informal assessments to evaluate growth.	Major emphasis is to enable students to become independent learners. Makes extensive use of cooperative groups and peer interaction to promote and enhance learning. Helps students learn to analyze their strengths and weaknesses and choose appropriate learning strategies. Formal and informal assessments are used to monitor English language growth. In addition, students self-assess regularly and set increasingly challenging goals for themselves.	

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Learning About Students (TPE 8)	<p>Slow to learn students' names or to learn about their interests; rarely takes advantage of opportunities for informal communication. Gathers some information about students' prior knowledge, skills, or mastery of academic language, but show little initiative in doing so. Does not appear to use the information collected in planning or differentiating instruction. Makes little or no effort to involve parents. Contacts parents only when required to do so.</p>	<p>Learns students' names quickly; takes advantage of opportunities for informal communication. Plans and implements an instructional activity to learn about students. Gathers information about students' knowledge, skills, and interests from school resources. Differentiates instruction based on information but efforts may not always be successful. Initiates contact with parents via a newsletter or other communication. Contacts individual parents when there is a serious behavioral or academic problem; participates in structured opportunities for parent contact such as open house or parent conferences.</p>	<p>Shows initiative and resourcefulness in gathering information about student's skills, interests, knowledge, and language level; successfully uses the information in planning. Implements lessons/activities that are appropriately differentiated in response to information gathered. Initiates opportunities for parents to participate in and support student learning. Plans at least one learning opportunities that encourages parental participation or input. Contacts parents to enlist their support in solving a potential problem and/or to report good news.</p>	<p>Independently gathers information about students to plan instruction to meet their specific needs, experiences, and interests. Creative and resourceful in differentiating instruction; provides students choices and opportunities that are interesting, motivating, challenging, and appeal to different learning styles. Plans learning opportunities that encourage parental participation or input. Initiates a variety of opportunities for all parents to participate in and support student learning. Makes frequent contact with parents in a variety of ways.</p>	

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Instructional Time (TPE10)	Pacing is developing but still is inconsistent, inappropriate for many students. Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time. Often loses time during transitions distribution of materials, and/or gaining student attention. Recognizes need for more effective routines and procedures and responds to suggestions about them but has difficulty anticipating the need for them. Uses “free time” to compensate for poor planning.	Learning activities are most often well paced to take full advantage of instructional time available. Pacing is generally appropriate for students. Routines have been established and taught for transitions and distribution of materials, although sometimes these are not used consistently leading to a loss of instructional time. Students are engaged for most of the lesson, and little time is lost gaining their attention. Able to adjust the lesson when activities take more/less time than anticipated, but often does not anticipate/plan in advance. Allows adequate time for lesson closure.	Establishes a routine to assure that class begins promptly and ends on time. Routinely adjusts pacing of lessons as needed while teaching to ensure the engagement of all students in learning activities. Transitions are smooth; evident that the teacher plans transitions in advance. Instructional materials are always ready. Considers in advance how lesson plan will be modified for the group or for individual students if lesson activities take more or less time than anticipated; has the necessary plan and materials available.	Routines and transitions function so smoothly they are almost transparent. Students appear to know what is expected and quickly comply. Little or no instructional time is lost; students handle much of this independently with no reminders from the teacher. Planning is differentiated to provide meaningful activities for students who finish quickly and expanded time or opportunities for those who need a longer time. Care has been taken to make instructional materials easily available to reduce time spent locating what’s needed.	

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Social Environment [Classroom Management] (TPE 11)	Teacher is generally in a reactive rather than proactive mode. Students seem confused about the standards of conduct and expectations. Students' behavior is not monitored, or teacher responses are inconsistent. Teacher lets inappropriate behavior go too long and then tends to over-react when disciplining; response to student misbehavior often does not respect student dignity. Threatens but does not follow through, or makes threats that are inappropriate; expects others to handle discipline problems. Suggests that school/district discipline policies/rules are "stupid, or flagrantly ignores them (e.g., allowing student to come in late without recording tardies; permitting students to bring items to class that are outlawed by school/district policy.)	Teacher is generally proactive and relies on preventive behavior management more than punishment. Developed and implemented a management plan, including rules for behavior and other expectations; communicated major elements in writing; plan is consistent with district policy. Students seem to understand expectations and usually comply with them. While focusing on individuals or small groups, teacher sometimes loses sight of class as a whole; permits distractions to continue and/or escalate rather than nipping problems in the bud. Response to student misbehavior respects student dignity. Teacher still struggles to maintain classroom discipline with particular students or groups of students; seeks help or confers with school personnel when necessary.	Clearly communicates expectations and rules to all students; is fair, consistent, and treats students with respect when disciplining. Students usually need no reminders to behave in acceptable ways and encourage acceptable behavior in others. Capable of handling most classroom disruptions and uses good judgment in determining how to respond to minor infractions. Handles classroom disruptions professionally, with little interruption to instruction. Respects students' dignity when responding to misbehavior. Handles own discipline problems (e.g., lunch or after school detention, contacting parent) but understands when it is appropriate to refer students to others and uses appropriate procedures to do so.	Teacher's classroom management style is consistently proactive. Classroom management is transparent; teacher rarely needs to remind students of expectations. Involves students in establishing/ monitoring/ revising the classroom management plan as appropriate. Students seem convinced that the teacher likes them and cares about their welfare; is adept at engendering cooperation from students and they seem to recognize that rules and procedures have been established to make it possible for all to learn. Often uses humor or a light touch to diffuse potential problems.	

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Professional, Legal and Ethical Obligations (TPE 12)	<p>Candidate has not documented or demonstrated an understanding of a teacher’s professional and legal responsibilities or ethical obligations. Teacher has displayed little or no interest in understanding the cultures and backgrounds of students. Frequently ignores the learning needs of students with language differences and exceptionalities. Candidate has acted contrary to school policies, and procedures in identifying and reporting suspected cases of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior. Seems uninformed and unconcerned about adhering to “fair use” and copyright restrictions. Frequently uses copyrighted materials without giving proper credit; suggests to students that it’s OK to ignore copyright restrictions.</p>	<p>Candidate documents an understanding of a teacher’s professional, legal and ethical obligations and is conscientious in fulfilling them; confers with supervisors when there is a problem or question. Recognizes the responsibility to teach students with language differences and learning exceptionalities and makes a sincere effort to learn about specific cultures, family backgrounds of students, and exceptionalities. Displays some understanding of how culture influences student learning and tries to apply this in instructional planning and strategies. Knows school policies, and procedures for identifying and reporting suspected cases of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior. Acts in accordance with school policy. Informed about copyright restrictions and generally follows them.</p>	<p>Well-informed about ethical/legal obligations of teachers; gathers information from colleagues, supervisors and/or experts in the field when faced with an ethical or legal dilemma. Knows about the cultures and backgrounds of students including exceptionalities; documents how knowledge gained has been used to improve practice. Provides specific examples of differentiation of instruction and materials for students with language differences, exceptionalities, and disabilities. Notes the importance of involving parents. Reports to master teacher, or other appropriate school officials, potential instances of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior; acts in accordance with school policies and procedures in identifying and reporting suspected cases. Models ethical behavior for students related to copyright and “fair use;” provides students with guidelines for citing sources.</p>	<p>Modeling legal and ethical behavior is central to the teacher’s practice; discusses related issue with students when appropriate. Presents diversity as a plus instead of a minus. Views learning about students’ backgrounds and individual talents as central to the teacher’s role; interacts some with the community. Provides examples of how classroom activities were designed to take advantage of student diversity to enhance instruction and learning. Sensitive to possible legal ramifications related to suspected instances of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior and proceeds prudently. Implements specific instructional activities to teach students about copyright and “fair use;” particularly in relationship to the Internet. Insists that students properly cite sources for all work and teaches them to do so.</p>	

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Candidate \_\_\_\_\_

Describe the candidate’s strengths and weaknesses as a prospective teacher at this point in the student’s development as well as your overall assessment of the student’s progress.

Please rate the candidate as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items.

The student teacher/intern –

- Generally reported to school on time. NS NI S
- Was present for student teaching/internship on a regular basis. NS NI S
- Was professional in conduct and appearance. NS NI S
- Responded positively to direction from the university supervisor and master/cooperating teacher(s). NS NI S

Based on the above assessment, I/we have determined that:

\_\_\_ At this point in the semester, the student is making satisfactory progress toward making a grade of “Credit” for EHD 155B. This is one of the requirements for a credential.

\_\_\_ At this point in the semester, the student has not developed the competencies necessary to be recommended for a credential; the student will not receive credit for EHD 155B unless further progress is made.

University Supervisor:

Name \_\_\_\_\_

Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Master/Cooperating Teacher:

Name \_\_\_\_\_

Signature \_\_\_\_\_

School District \_\_\_\_\_

Yes / No

The master teacher/cooperating teacher is submitting a separate recommendation.

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Supervisor \_\_\_\_\_ ID \_\_\_\_\_

Master Teacher \_\_\_\_\_ ID \_\_\_\_\_

**Scoring Rubric: Holistic Proficiency Project, v. 2.1**  
**Single Subject Assessment**  
**End of Semester of Final Student Teaching — 155B (*Final Report*)**  
**End of 2nd Semester Internship – 155B (*Final Report*)**

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Specific Pedagogical Skills in a Content Area (TPE 1)	Lessons are unrelated to the state adopted content standards. Conveys a negative attitude towards the content, suggesting that the content is not important or is mandated by others. Does not implement content-specific instructional strategies and uses simple teacher-directed instructional strategies that focus only on information retention and use of textbooks. Activities are restricted to reading and writing. Candidate displays no understanding of needed prerequisite knowledge. Lacks content background; activities promote common misconceptions or contain erroneous information.	Lessons are related to the state adopted content standards but connections are sometimes tenuous. Candidate is enthusiastic about some content but seems disengaged with other lessons. Uses instructional strategies appropriate to the content area taught but repertoire is limited. Candidate understands that is important to check for prerequisite learning but sometimes fails to do so or misdiagnoses what prerequisite learning is needed. Implements some critical thinking/problem-solving lessons but more often lessons promote lower levels of learning. Adequate grasp of subject matter but needs to be more resourceful.	State content standards are central to the lessons taught. Enthusiastic; gives attention to building positive student attitudes towards the subject. Develops/implements a variety of instructional strategies especially appropriate to the content area. Correctly identifies prerequisite knowledge needed by students to learn content; checks for it, and bases lesson planning on results. Sequences lessons appropriately. Knowledgeable about subject matter in most areas; identifies and understands key themes, concepts, and skills. Maintains an appropriate balances between lower and higher levels of leaning.	In addition to addressing the appropriate contents standards, lessons are often planned to integrate content standards from other curricular areas. Building excitement towards, and positive attitudes about, the subject are central to instruction. Often provides a real world context for lessons/activities. Exceptional background in subject matter is evident; seeks and uses supplementary information often. Materials reflect diverse perspectives and issues related to the content. Engages students in using technology to promote learning. Encourages students to set goals related to learning or using the content.	

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Student Engagement (TPE 5)	<p>Teacher appears disinterested in the lessons taught. Makes little or no effort to secure student interest, to clarify expectations, or to inform students of instructional objectives. Explanations are often unclear; makes little effort to check for student understanding. Few lessons incorporate activities and discussions likely to promote student participation. Only a few students regularly participate in class activities. Makes few attempts to encourage student participation in lessons; seemed unconcerned whether students participate or not. Makes little effort to redirect off-task students. Teacher questioning is limited, does not encourage broad participation; rarely uses wait time. There are few question and answer periods and questions may remain unanswered by the students. A dialogue does not exist between the teacher and students.</p>	<p>Teacher recognizes the importance of gaining student interest and attention and often does something at the beginning of class to interest students in the lessons. Communicates instructional objectives to students; tries to connect objectives to student interests or experiences. Explanations are generally clear but more examples would help. Lessons incorporate some activities or discussion to engage students in learning but participation is still limited. Implements strategies to broaden student participation (e.g., think-pair-share, jigsaw, reciprocal reading) and is partially successful in these attempts. Uses questioning strategies but quality of questions and/or participation and use of wait time still need improvement. Questions focus mostly on lower levels of learning; tend to require rote or minimal response; rarely probes or prompts.</p>	<p>Connects instructional objectives to student interests and experiences. Plans lessons/activities/discussions that promote students' active participation. Uses scoring guides (e.g., rubrics, checklists), models, or exemplars to communicate expectations. Utilizes effective strategies (e.g., think-pair-share, jigsaw, reciprocal reading) to engage most students in activity/discussion; provides positive feedback to students who do so. Avoids having a few students monopolize discussion. Questions are stated clearly; nature of expected response is clear; uses both low and high level questions; open-ended questions encourage critical thinking, creative problem solving. Provides adequate wait time for most students. Implements an accountability or reward system to promote participation.</p>	<p>Teacher is clearly interested and enthusiastic about lessons; enthusiasm is contagious. Teacher often does something unexpected to capture student attention/interest (e.g., arriving in costume, demonstrating a chemical reaction). Involves students in determining objectives; students are encouraged to set individual learning goals. Expects all students to participate in class activities; makes expectation explicit; incorporates instructional strategies to assure equitable participation. Uses interesting questions that are likely to provoke students' interest. Questions emphasize critical thinking and higher-level learning. Incorporates some direct instruction on asking/ answering questions; encourages and supports student-student questioning. Provides adequate wait time for all students to participate successfully. Typically models or provides exemplars to clarify expectations.</p>	

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## California State University, Fresno

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Learning About Students (TPE 8)	<p>Slow to learn students' names or to learn about their interests; rarely takes advantage of opportunities for informal communication. Gathers some information about students' prior knowledge, skills, or mastery of academic language, but show little initiative in doing so. Does not appear to use the information collected in planning or differentiating instruction. Makes little or no effort to involve parents. Contacts parents only when required to do so.</p>	<p>Learns students' names quickly; takes advantage of opportunities for informal communication. Plans and implements an instructional activity to learn about students. Gathers information about students' knowledge, skills, and interests from school resources. Differentiates instruction based on information but efforts may not always be successful. Initiates contact with parents via a newsletter or other communication. Contacts individual parents when there is a serious behavioral or academic problem; participates in structured opportunities for parent contact such as open house or parent conferences.</p>	<p>Shows initiative and resourcefulness in gathering information about student's skills, interests, knowledge, and language level; successfully uses the information in planning. Implements lessons/activities that are appropriately differentiated in response to information gathered. Initiates opportunities for parents to participate in and support student learning. Plans at least one learning opportunities that encourages parental participation or input. Contacts parents to enlist their support in solving a potential problem and/or to report good news.</p>	<p>Independently gathers information about students to plan instruction to meet their specific needs, experiences, and interests. Creative and resourceful in differentiating instruction; provides students choices and opportunities that are interesting, motivating, challenging, and appeal to different learning styles. Plans learning opportunities that encourage parental participation or input. Initiates a variety of opportunities for all parents to participate in and support student learning. Makes frequent contact with parents in a variety of ways.</p>	

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Instructional Time (TPE10)	Pacing is developing but still is inconsistent, inappropriate for many students. Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time. Often loses time during transitions distribution of materials, and/or gaining student attention. Recognizes need for more effective routines and procedures and responds to suggestions about them but has difficulty anticipating the need for them. Uses “free time” to compensate for poor planning.	Learning activities are most often well paced to take full advantage of instructional time available. Pacing is generally appropriate for students. Routines have been established and taught for transitions and distribution of materials, although sometimes these are not used consistently leading to a loss of instructional time. Students are engaged for most of the lesson, and little time is lost gaining their attention. Able to adjust the lesson when activities take more/less time than anticipated, but often does not anticipate/plan in advance. Allows adequate time for lesson closure.	Establishes a routine to assure that class begins promptly and ends on time. Routinely adjusts pacing of lessons as needed while teaching to ensure the engagement of all students in learning activities. Transitions are smooth; evident that the teacher plans transitions in advance. Instructional materials are always ready. Considers in advance how lesson plan will be modified for the group or for individual students if lesson activities take more or less time than anticipated; has the necessary plan and materials available.	Routines and transitions function so smoothly they are almost transparent. Students appear to know what is expected and quickly comply. Little or no instructional time is lost; students handle much of this independently with no reminders from the teacher. Planning is differentiated to provide meaningful activities for students who finish quickly and expanded time or opportunities for those who need a longer time. Care has been taken to make instructional materials easily available to reduce time spent locating what’s needed.	

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Social Environment [Classroom Management] (TPE 11)	Teacher is generally in a reactive rather than proactive mode. Students seem confused about the standards of conduct and expectations. Students' behavior is not monitored, or teacher responses are inconsistent. Teacher lets inappropriate behavior go too long and then tends to over-react when disciplining; response to student misbehavior often does not respect student dignity. Threatens but does not follow through, or makes threats that are inappropriate; expects others to handle discipline problems. Suggests that school/district discipline policies/rules are "stupid, or flagrantly ignores them (e.g., allowing student to come in late without recording tardies; permitting students to bring items to class that are outlawed by school/district policy.)	Teacher is generally proactive and relies on preventive behavior management more than punishment. Developed and implemented a management plan, including rules for behavior and other expectations; communicated major elements in writing; plan is consistent with district policy. Students seem to understand expectations and usually comply with them. While focusing on individuals or small groups, teacher sometimes loses sight of class as a whole; permits distractions to continue and/or escalate rather than nipping problems in the bud. Response to student misbehavior respects student dignity. Teacher still struggles to maintain classroom discipline with particular students or groups of students; seeks help or confers with school personnel when necessary.	Clearly communicates expectations and rules to all students; is fair, consistent, and treats students with respect when disciplining. Students usually need no reminders to behave in acceptable ways and encourage acceptable behavior in others. Capable of handling most classroom disruptions and uses good judgment in determining how to respond to minor infractions. Handles classroom disruptions professionally, with little interruption to instruction. Respects students' dignity when responding to misbehavior. Handles own discipline problems (e.g., lunch or after school detention, contacting parent) but understands when it is appropriate to refer students to others and uses appropriate procedures to do so.	Teacher's classroom management style is consistently proactive. Classroom management is transparent; teacher rarely needs to remind students of expectations. Involves students in establishing/ monitoring/ revising the classroom management plan as appropriate. Students seem convinced that the teacher likes them and cares about their welfare; is adept at engendering cooperation from students and they seem to recognize that rules and procedures have been established to make it possible for all to learn. Often uses humor or a light touch to diffuse potential problems.	

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Professional, Legal and Ethical Obligations (TPE 12)	<p>Candidate has not documented or demonstrated an understanding of a teacher’s professional and legal responsibilities or ethical obligations. Teacher has displayed little or no interest in understanding the cultures and backgrounds of students. Frequently ignores the learning needs of students with language differences and exceptionalities. Candidate has acted contrary to school policies, and procedures in identifying and reporting suspected cases of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior. Seems uninformed and unconcerned about adhering to “fair use” and copyright restrictions. Frequently uses copyrighted materials without giving proper credit; suggests to students that it’s OK to ignore copyright restrictions.</p>	<p>Candidate documents an understanding of a teacher’s professional, legal and ethical obligations and is conscientious in fulfilling them; confers with supervisors when there is a problem or question. Recognizes the responsibility to teach students with language differences and learning exceptionalities and makes a sincere effort to learn about specific cultures, family backgrounds of students, and exceptionalities. Displays some understanding of how culture influences student learning and tries to apply this in instructional planning and strategies. Knows school policies, and procedures for identifying and reporting suspected cases of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior. Acts in accordance with school policy. Informed about copyright restrictions and generally follows them.</p>	<p>Well-informed about ethical/legal obligations of teachers; gathers information from colleagues, supervisors and/or experts in the field when faced with an ethical or legal dilemma. Knows about the cultures and backgrounds of students including exceptionalities; documents how knowledge gained has been used to improve practice. Provides specific examples of differentiation of instruction and materials for students with language differences, exceptionalities, and disabilities. Notes the importance of involving parents. Reports to master teacher, or other appropriate school officials, potential instances of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior; acts in accordance with school policies and procedures in identifying and reporting suspected cases. Models ethical behavior for students related to copyright and “fair use;” provides students with guidelines for citing sources.</p>	<p>Modeling legal and ethical behavior is central to the teacher’s practice; discusses related issue with students when appropriate. Presents diversity as a plus instead of a minus. Views learning about students’ backgrounds and individual talents as central to the teacher’s role; interacts some with the community. Provides examples of how classroom activities were designed to take advantage of student diversity to enhance instruction and learning. Sensitive to possible legal ramifications related to suspected instances of child abuse, neglect, sexual harassment, or inappropriate and violent student behavior and proceeds prudently. Implements specific instructional activities to teach students about copyright and “fair use,” particularly in relationship to the Internet. Insists that students properly cite sources for all work and teaches them to do so.</p>	

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Candidate \_\_\_\_\_

Describe the candidate's strengths and weaknesses as a prospective teacher at this point in the student's development as well as our overall assessment of the student's progress.

Please rate the candidate as being satisfactory (S), in need of improvement (NI), or not satisfactory (NS) on the following items.

The student teacher/intern –

- |   |   |    |    |
|---|---|----|----|
| ▪ Generally reported to school on time.   | S | NI | NS |
| ▪ Was present for student teaching/internship on a regular basis.                                     | S | NI | NS |
| ▪ Was professional in conduct and appearance.   | S | NI | NS |
| ▪ Responded positively to direction from the university supervisor and master/cooperating teacher(s). | S | NI | NS |

Based on the above assessment, I/we have determined that:

\_\_\_ The student teacher/intern will receive a grade of "Credit" for EHD 155B. This is one of the requirements to be recommended for a credential.

\_\_\_ **The student teacher/intern has not developed the competencies necessary to be recommended for a credential; the student will not receive credit for EHD 155B.**

University Supervisor:

Master/Cooperating Teacher:

Name \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

School District \_\_\_\_\_

Date \_\_\_\_\_

Yes/No The master/cooperating teacher is submitting a separate recommendation