

OBSERVATION INSTRUCTIONS

Candidates must average a "2" on items 1-6 with no "1s". If the candidate shows insufficient progress from midterm to final, then the Candidate will need to complete a Special Considerations form, which will be reviewed by the Special Considerations committee, in order to determine whether or not s/he will be able to proceed with their program.

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School Of Education And Human Development
Practicum Midterm/Final Observation

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teaching Credentialing and the Council for Exceptional Children.

Not Observed	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations
TPE not observed during the observation.	Information presented during the observation was unorganized and/or incomplete. The information presented did not address key concepts within the Focus TPE.	Information presented during the observation addressed the focus TPE. Information addressed key concepts, was organized, and complete.	Information presented during the observation addressed the focus TPE. Information addressed key concepts of the Focus TPE with specific details related to subject specific pedagogical strategies.	Information presented during the observation addressed the Focus TPE. Information addressed key concepts of the Focus TPE with subject-specific pedagogical strategy that matches the level and content of the identified state-adopted academic content standards; demonstrates effective instructional strategies and/or use of materials.

TPE 1: Engaging and Supporting and Students in Learning

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
<p>1.1 Apply knowledge of 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.2 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.3 Connect 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.6 Provide 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
					Rubric Score: <input type="text"/>
					Rubric Mean: <input type="text"/>

TPE 1 Evidence/Comments/Notes

TPE 2: Creating and Maintaining Effective Environments for Student Learning

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
<p>2.1 Promote students' social-emotional growth, development, and individual responsibility 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>2.2 Create 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>2.3 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.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<p>2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p><input type="checkbox"/> Not applicable</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
2.6 Establish and maintain clear expectations for positive classroom behavior and for student to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
					Rubric Score: <input type="text"/>
					Rubric Mean: <input type="text"/>

TPE 2 Evidence/Comments/Notes

TPE 3: Understanding and Organizing Subject Matter for Student Learning

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.2 Use 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.3 Plan, design, implement, and monitor 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
					Rubric Score: <input type="text"/>
					Rubric Mean: <input type="text"/>

TPE 3 Evidence/Comments/Notes

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

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
4.1 Locate and apply information about students' current academic status, content- and standards- related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
4.2 Understand and apply 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
4.3 Design and implement 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Not applicable

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
1	2	3	4	

Not applicable

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
1	2	3	4	

Not applicable

Rubric Score:	<input type="text"/>
Rubric Mean:	<input type="text"/>

TPE 4 Evidence/Comments/Notes

TPE 5: Assessing Student Learning

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.3 Involve all students 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Rubric Score:	<input type="text"/>
Rubric Mean:	<input type="text"/>

TPE 5 Evidence/Comments/Notes

TPE 6: Developing as a Professional Educator

	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations	Score
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
6.2 Recognize their 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. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
6.4 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable					

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. 1 2 3 4

Not applicable

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. 1 2 3 4

Not applicable

Rubric Score:
 Rubric Mean:

TPE 6 Evidence/Comments/Notes

Other Professional Competencies

	Yes = 1	No = 0	Score
Takes initiative	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
Handles information about children, peers, families, colleagues and supervisors ethically.	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
Accepts criticism and suggestions from the Master Teacher and/or University Supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
Is punctual (arrives on time, submits assignments in a timely manner, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
Respects the attitudes and opinions of others.	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
Has attended a professional conference, in-service, or meeting.	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="checkbox"/> Not applicable			
		Rubric Score:	<input type="text"/>
		Rubric Mean:	<input type="text"/>

Additional Comments

Additional Information

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University Coach's Signature

University Coach's recommendation for Student Teacher:

- I recommend the Student Teacher continue with their program
- do not recommend the Student Teacher continue their program (complete/review plan of assistance)

Student Teacher's Signature