

FOCUS TPE'S

155A Focus TPE's address the student's growth as they develop the skills needed to address the Site Visitation Project. 155A Focus TPE's allow the student an introduction to the requirements of the SVP with time to practice and assess their skill level.

RUBRIC DESCRIPTION

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.

FOCUS TPE'S

TPE 1: ENGAGING AND SUPPORTING AND STUDENTS IN LEARNING

	Not Observed	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations
TPE 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TPE 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TPE 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TPE 1 Evidence/Comments

TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

	Not Observed	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations
TPE 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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TPE 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TPE 2 Evidence/Comments

TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

	Not Observed	Does Not Meet Expectations	Meets Expectations	Meets Expectations at a High Level	Exceeds Expectations
TPE 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="radio"/>

TPE 3.2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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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.

TPE 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.

TPE 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.

TPE 3 Evidence/Comments

TPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Not Observed Does Not Meet Expectations Meets Expectations Meets Expectations at a High Level Exceeds Expectations

TPE 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..

TPE 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.

TPE 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.

TPE 4 Evidence/Comments

TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

Not Observed Does Not Meet Expectations Meets Expectations Meets Expectations at a High Level Exceeds Expectations

TPE 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.

TPE 6 Evidence/Comments

ADDITIONAL INFORMATION FOR STUDENT TEACHER

Debrief Notes/Comments or Additional Information for Student Teacher

SIGNATURES

University Coach's Signature

By entering my name in this field I acknowledge that I am providing my electronic signature

Student Teacher's Signature

By entering my name in this field I acknowledge that I am providing my electronic signature