HOLISTIC PROFICIENCY PROJECT
Fresno Assessment of Student Teachers (FAST)
(NAEYC Standards 1, 2, 3, 4, 5)

FRESNO STATE
Kremen School
of Education and
Human Development

Competent beginning teachers can sustain quality over an extended time. The Holistic Proficiency Project assesses the ability to perform, document and reflect upon teaching responsibilities over an entire semester for regular final student teachers and over two semesters for an intern. The Teaching Performance Expectations (TPEs) specifically being evaluated are:

Subject Specific Pedagogical Skills (TPE 1):
    (For Single Subject Candidates – appropriate subject area)

    (For Multiple Subject Candidates – Math, Science, and History-Social Science)

Interpretation and Use of Assessments (TPE 3)

Student Engagement (TPE 5)

Developmentally Appropriate Teaching Practices (TPE 6)

    (For Single Subject Candidates – 6C, gr. 9-12)
    (For Multiple Subject Candidates – 6A, gr. K-3)

Instructional Time (TPE 10)
Professional, Legal and Ethical Obligations (TPE 12)

Overview

For this project you will document your level of proficiency (over the semester if you are in regular final student teaching or over two semesters if you are an intern) by reflecting on the progress you have made in meeting each designated TPE listed above and providing evidence to support your assessment. Your University Supervisor will evaluate your proficiency based on direct observation, your reflection for each of the TPEs, and the artifacts/evidence you provide. Multiple Subject candidates must plan and teach a mathematics lesson, a social studies lesson, and a science lesson that can be observed by their University Supervisor.

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* The Holistic Proficiency Project is one of a series of tasks in the Fresno Assessment of Student Teachers (FAST) that collectively measure the pedagogical competence of teacher candidates and Interns. The candidate's response to this Project prompt must reflect the student's own unaided work. It is to be used as described in the Intended Use Policy included in this Manual.

General Directions

Collect evidence and provide opportunities for observation that will convince your University Supervisor of your consistent level of satisfactory performance related to each designated TPE (1, 3, 5, 6, 10, 12). To complete this project:

- Review the scoring rubrics for each TPE to become familiar with the expectations.

- Arrange for observations of your teaching by your University Supervisor. You may use observation notes from these observations as evidence to document TPEs.

- Write lesson plans and lesson reflections for the lessons you teach. Your lesson plans may be used as artifacts to document TPEs.

- Collect artifacts from your student teaching or internship that provides evidence related to your use of specific pedagogical skills in your content area (for Multiple Subject, math, social studies, and science); the interpretation and use of assessments; engaging students; managing instructional time; and professional, legal and ethical obligations.

- Reflect in writing on your progress in meeting each of these TPEs, referring to observed performances and collected artifacts to make your meaning clear. Enter your reflections in the Holistic Proficiency Project FORM on TASKSTREAM. See *Using TaskStream* in your FAST Manual for instructions on how to complete a form.

- *Specific requirements for this project are given in the next section. The project will be evaluated relative to each designated TPE using the attached scoring rubric.*

Parts of the Project

The Holistic Proficiency Project requires documentation of professional performance during student teaching or internship. There are three sources of documentation: (a) general observations of lesson preparation and teaching, (b) artifacts of student teaching, and (c) reflections with respect to the required TPEs. It is your responsibility to collect evidence/artifacts and include that evidence along with the reflections. All documentation will be reviewed by your University Supervisor and evaluated on the accompanying rubric. Your reflection for each TPE assessed by this Project will be SUBMITTED on TaskStream. See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation.

For TPEs 1, 3, 5, 6, 10

Observations

In order to assess your teaching skills, your University Supervisor and Master/Cooperating Teacher will be observing your preparation and delivery of standards-based instruction throughout the semester. For the purposes of this assessment, your supervisor will be documenting competency in the following areas:

Specific Pedagogical Skills in a Content Area (TPE 1)

Interpretation and Use of Assessments (TPE 3)

Student Engagement (TPE 5)

Developmentally Appropriate Teaching Practices (TPE 6)

Instructional Time (TPE 10)

Encourage your Master Teacher and University Supervisor to note evidence of your performance relative to the listed TPEs in their written evaluations of your lessons; you can use these written evaluations as artifacts to document your performance over time.

Artifacts

The collection of evidence of teaching expertise is an important part of the teaching profession. Detailed and specific evidence, along with explanatory notes or highlighting, makes the best case for expertise in teaching. Since your University Supervisor cannot directly observe many of the elements of the TPEs, lesson plans, student prompts/activities, pictures of student work, reflections, plans and other documents are useful for the University Supervisor's evaluation. For example, for TPE 1 - *standards central to lesson,* you might highlight the *Standards* and *Objectives* sections of a lesson plan. For TPE 5 – *students' active participation*, you might highlight a comment from an observation by your university supervisor indicating the high level of student engagement in a lesson. Some artifacts may be used to document multiple TPEs. However, your reflection about the artifact would be different for each of the TPEs.

Be selective. Only collect artifacts that support what you have described in your reflection, or that you believe are necessary for your University Supervisor to understand what you are describing. More is not necessarily better. Three to five artifacts per TPE are usually adequate. Your University Supervisor will review your artifacts in conjunction with your Reflections.

Reflections

The TaskStream Directed Response Folio (DRF) for this project includes a FORM for recording your reflection with respect to each of the TPEs assessed for this project. See *Using TaskStream* in your FAST Manual for instructions on how to complete a form. For each TPE, summarize your growing expertise and understanding. Use specific examples as called for in the scoring rubric, not generalized statements. Responses for each TPE should be no more than one to two paragraphs in length. Your collected artifacts provide documentation to substantiate any claims made in the reflections.

For TPE 12

Observations

In order to assess your *Professional, Legal, and Ethical Obligations (TPE 12)* your University Supervisor and Master/Cooperating Teacher will observe whether you act in a professional and ethical manner. Encourage your supervisors to note evidence of your performance relative to this TPE.

Artifacts

You will need to collect artifacts demonstrating your understanding of your legal and ethical obligations related to: (a) your role as a mandated reporter, (b) responding to inappropriate or violent behavior, (c) the privacy, health, and safety of others. These artifacts should include examples of district, state, and federal policies and procedures related to these areas.

Reflections

The TaskStream Directed Response Folio (DRF) for this project includes a FORM for recording your reflection with respect to each of the TPEs assessed for this project. See *Using TaskStream*

in your FAST Manual for instructions on how to complete a form. For this TPE, you will need to reflect on the implications of district, state, or federal policies and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. Use <u>specific examples</u> as called for in the scoring rubric, <u>not generalized statements</u>. This reflection should be about one to two paragraphs in length.

Evaluation

After completing your reflections on the TaskStream FORM for TPE Self-Assessments, SUBMIT FOR EVALUATION your Holistic Proficiency Project. Check with your University Supervisor for program-specific requirements for this project. [NOTE: Submit this project only after all TPE reflections have been completed. Once you submit your project, you will be unable to work on it.] See *Using TaskStream* in your FAST Manual for instructions on how to submit a project for evaluation. Your University Supervisor, who has been trained to score this specific task, will evaluate the completed set of reflections, artifacts, and observed teaching performances. Note: In order to ensure the anonymity of students, the school site and school district, and of other adults, use aliases or identifying codes rather than names.

Scores for each of the TPEs being assessed will be based on the scoring rubric designed for this project. The rubric focuses on the qualities embedded in each of the TPEs. Levels of proficiency are described across each row. To pass this task you must receive a score of at least 2 on each TPE and an overall score of at least 2, calculated by averaging the scores earned for each TPE. Unsuccessful candidates will have an opportunity to remedy any portions rated as inadequate.

Holistic Proficiency Project Scoring Rubric

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Specific Pedagogical Skills <u>in a Content Area</u> (TPE 1) **Single Subject** **NAEYC—NA**	**Observations**: Candidate fails to teach appropriate content standards or to demonstrate use of instructional strategies appropriate for the content; uses only simple teacher-directed instruction. **Artifacts**: Candidate documents lessons unrelated to the content indicated in the state-adopted standards; use of inappropriate or inaccurate content information. **Reflection:** Candidate shows little or no understanding of the importance of content knowledge or fails to connect content-specific pedagogical strategies to effective teaching of the content.	**Observations:** Candidate teaches appropriate content standards using a variety o<u>f</u> content-specific pedagogical strategies that address <u>both</u> lower and higher level learning. Demonstrates adequate knowledge of content-related themes, concepts and skills in the content area and identifies student misconceptions about the content. **Artifacts**: Candidate documents the ability to plan instruction that teaches grade-level content standards using content-specific pedagogical strategies appropriate for the content indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate's content area. **Reflection:** Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content.	**Observations**: Candidate teaches appropriate content standards, <u>effectively using</u> a variety of content-specific pedagogical strategies <u>that address a balance of</u> lower- and higher-level learning. Demonstrates knowledge and understanding of key themes, concepts, and skills in content area. Identifies <u>and corrects</u> students' misconceptions about the content. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level content standards using content-specific pedagogical strategies <u>that match</u> the level and type of learning indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate's content area <u>supported by</u> the use of appropriate <u>supplementary materials.</u> **Reflection:** Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content. <u>Cites examples</u> of this connection from their practice.	**Observations**: Candidate teaches appropriate content standards, effectively using an <u>extensive variety</u> of content-specific pedagogical strategies <u>and</u> encouraging students to set goals related to learning or using the content. Demonstrates <u>extensive</u> knowledge and understanding of key themes, concepts and skills in content area and identifies and corrects student misconceptions about the content. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level content standards using a variety of content-specific pedagogical strategies that match the level and type of learning indicated in the standards; use of accurate content information related to important concepts, skills, and processes in candidate's content area supported by the use of a variety of supplementary materials <u>which often reflect diverse perspectives and issues</u> related to the content. **Reflection:** Candidate shows understanding of the importance of content knowledge and the connection between content-specific pedagogical strategies and effective teaching of the content. Cites examples of this connection from their practice <u>and provides justification</u> for their effectiveness.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Specific Pedagogical Skills in Science (TPE 1) **Multiple Subject only** **NAEYC – STANDARD 4**	**Observations:** Candidate fails to teach appropriate science content standards and/or to demonstrate use of instructional strategies appropriate for science; uses simple teacher-directed methods that focus on information retention and use of textbooks. **Artifacts**: Candidate documents lessons unrelated to the state-adopted standards in science; focus on activities that teach science information only, that promote common misconceptions, and/or contain erroneous information. **Reflection:** Candidate shows little to no understanding of the importance of science content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of science.	**Observations:** Candidate teaches appropriate science content standards using a variety of activities to illustrate science concepts and principles, scientific investigation, and experimentation. Demonstrates adequate knowledge of science content and identifies student misconceptions about science. **Artifacts**: Candidate documents the ability to plan instruction that teaches grade-level science standards using content-specific pedagogical strategies appropriate for the content indicated in the standards; use of a somewhat balanced approach to science teaching with activities at different levels of cognitive complexity. **Reflection:** Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science.	**Observations:** Candidate teaches appropriate science content standards <u>using explanations, demonstrations, and class activities</u> that serve to illustrate science concepts and principles, scientific investigation, and experimentation. Accuracy, precision, and estimation are emphasized and rewarded. Demonstrates knowledge of important knowledge and skills in science and identifies <u>and corrects</u> student misconceptions about science **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level science standards using content-specific pedagogical strategies <u>that match</u> the level and type of learning indicated in the standards; use of an approach to instruction <u>balanced between</u> science information, concepts, and investigations <u>and</u> incorporating the <u>use of supplementary materials</u>. **Reflection:** Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science. <u>Cites examples</u> of this connection from their practice.	**Observations:** Candidate teaches appropriate science content standards, effectively using <u>an extensive variety of</u> content-specific pedagogical strategies. Uses concepts and information to support investigations and explorations focused on understanding the relationships in the world around us; encourages students to set goals related to learning science. <u>Exceptional background</u>/interest in science is evident <u>as is ability to</u> identify and correct student misconceptions about science. **Artifacts**: Candidate documents the ability to plan instruction that teaches grade-level science standards using pedagogical strategies especially appropriate to science that match the level and type of learning indicated in the standards; use of strategies encouraging both science content learning <u>and</u> critical thinking; use of a variety of supplementary materials <u>which often reflect diverse perspectives and issues</u> related to the content. **Reflection:** Candidate shows understanding of the importance of science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of science. Cites examples of this connection from their practice <u>and provides justification</u> for their effectiveness.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Specific Pedagogical Skills <u>in</u> <u>Mathematics</u> (TPE 1) **Multiple Subject only** **NAEYC-** **STANDARD 4**	**Observations:** Candidate fails to teach appropriate mathematics content standards and/or demonstrate use of instructional strategies appropriate for mathematics; uses simple teacher-directed instructional strategies that focus on information retention and use of textbooks. **Artifacts:** Candidate includes lessons unrelated to the state adopted mathematics standards. Activities are limited to computational and procedural knowledge. Activities promote common misconceptions or contain erroneous information **Reflection:** Candidate shows little to no understanding of the importance of mathematics content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of mathematics.	**Observations:** Candidate teaches appropriate mathematics content standards using a variety of strategies especially appropriate for mathematics. Demonstrates adequate knowledge of mathematics content and identifies student misconceptions about mathematics. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level mathematics standards; incorporates content-specific pedagogical strategies appropriate for the mathematics content indicated in the standards. Lessons document a somewhat balanced approach to mathematics where students learn concepts and procedures, with some application to real world problems Documents ability to teach more than one way to solve mathematical problems. **Reflection:** Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics.	**Observations:** Candidate teaches appropriate mathematics content standards <u>modeling and encouraging</u> multiple ways to approach mathematical problems <u>and</u> encouraging discussion of different solution strategies. Demonstrates understanding of key mathematical themes, concepts, and skills. Identifies <u>and corrects</u> student misconceptions about mathematics. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level mathematics standards; use of pedagogical strategies especially appropriate to mathematics <u>that match</u> the level, and type of learning indicated in the standards; opportunities <u>to apply skills</u> for real-world problem solving; <u>and use of supplementary materials.</u> **Reflection:** Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics. <u>Cites examples</u> of this connection from their practice.	**Observations:** Candidate teaches appropriate mathematics content standards, effectively using an <u>extensive variety</u> of content-specific pedagogical strategies. <u>Applies</u> mathematics to real world problems. Encourages and publicly praises multiple solutions. Encourages students to set goals related to learning mathematics. Exceptional background/interest in mathematics is evident as is ability to identify and correct student misconceptions about mathematics. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level mathematics standards using pedagogical strategies especially appropriate to mathematics and that match the level and type of learning indicated in the standards <u>and</u> that help students develop an <u>understanding of the complex relationships between mathematical concepts</u>. Use of strategies encouraging both content learning <u>and</u> <u>critical thinking</u> and incorporating the use of a variety of supplementary materials <u>that reflect diverse perspectives and issues</u> related to the content. **Reflection:** Candidate shows understanding of the importance of mathematics content knowledge and the connection between content-specific pedagogical strategies and effective teaching of mathematics. Cites examples of this connection from their practice <u>and</u> <u>provides justification</u> for their effectiveness.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Specific Pedagogical Skills in History-Social Science (TPE 1) **Multiple Subject only** **NAEYC STANDARD 4**	**Observations:** Candidate fails to teach appropriate history-social science standards and/or demonstrate use of instructional strategies appropriate for history-social science; uses simple teacher-directed methods that focus on information retention and use of textbooks **Artifacts**: Candidate includes lessons unrelated to the state-adopted content standards in history-social science. Activities are restricted to reading and writing and teach history-social science information only. **Reflection**: Candidate shows little to no understanding of the importance of history-social science content knowledge and/or fails to connect content-specific pedagogical strategies to effective teaching of history-social science.	**Observations:** Candidate teaches appropriate history-social science standards using a variety of pedagogical strategies especially appropriate for history-social science. Demonstrates an adequate knowledge of history, geography, civics, and economics and identifies student misconceptions about the content. **Artifacts**: Candidate documents the ability to plan instruction that teaches grade-level history-social science standards and that incorporates content-specific pedagogical strategies appropriate for the content indicated in the standards. Lessons document a somewhat balanced approach to history-social science, teaching both knowledge and critical thinking about the past and its relationship to the present and presenting historical events and periods from more than one perspective. **Reflection**: Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science	**Observations:** Candidate teaches appropriate history-social science standards, effectively using content-specific pedagogical strategies in which students consider historical events and periods from multiple perspectives, develop core knowledge in the content, and develop critical thinking skills to understand the content. Candidate demonstrates understanding of key themes, concepts, and skills in history, geography, civics, and economics. Identifies <u>and corrects</u> student misconceptions about the content. **Artifacts**: Candidate documents the ability to plan instruction that teaches grade-level history-social science standards; use of pedagogical strategies especially appropriate to the content <u>and that match</u> the level, and type of learning indicated in the standards. Include lesson on history, geography, civics, and economics <u>that document a balance of</u> instruction between core knowledge and <u>critical thinking</u> <u>and use supplementary materials.</u> **Reflection**: Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science. <u>Cites examples</u> of connections from their practice.	**Observations:** Candidate teaches appropriate history-social science standards using content-specific pedagogical strategies. <u>Application to</u> <u>real world problems</u> in all history-social science disciplines. Multiple perspectives are encouraged <u>and publicly praised.</u> Exceptional background/interest in history, geography, civics, and economics is evident as is ability to correct student misconceptions about the content. **Artifacts:** Candidate documents the ability to plan instruction that teaches grade-level history-social science standards using pedagogical strategies especially appropriate to the content and that match the level, and type of learning indicated in the standards. Include lessons/activities on history, geography, civics, and economics that document a balance of instruction between core knowledge and critical thinking <u>and use a</u> variety of supplementary materials <u>that reflect diverse perspectives and issues</u> related to the content. **Reflection**: Candidate shows understanding of the importance of history-social science content knowledge and the connection between content-specific pedagogical strategies and effective teaching of history-social science. Cites examples of this connection from their practice <u>and provides justification</u> for their effectiveness.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Interpretation and Use of Assessments (TPE 3) **NAEYC STANDARD 3**	**Observations**: Candidate rarely incorporates either informal/formal or formative/summative assessments. Feedback to students is either not provided, is not useful, or is of poor quality. **Artifacts:** System for recording and maintaining information about student progress is incomplete or inaccurate. **Reflection:** Candidate categorizes assessments with little understanding of how they do or do not indicate substantive learning.	**Observations**: Candidate usually incorporates formal and informal assessments in lessons; assessments are generally summative with occasional formative assessments. Feedback provides a general evaluation of student performance. **Artifacts:** Candidate includes evidence that recordkeeping is adequate for reporting student progress to students and their families. **Reflection:** Candidate shows an understanding of the purposes of different <u>types</u> of assessments, including the state-adopted student assessment program. Candidates describe how to communicate results of assessments to students and their families.	**Observation**: Candidate <u>often</u> incorporates a variety of both formal <u>and</u> informal assessments; formative and summative assessments are appropriate to most lessons. Feedback provides a <u>specific</u> evaluation of student performance. **Artifacts:** Candidate includes evidence that recordkeeping is accurate <u>and</u> has been used as the basis for reporting progress to students. **Reflection:** Candidate shows an understanding of the purposes of different types of assessments <u>and the advantages of the use of multiple measures</u>, including the state-adopted student assessment program, for analyzing student learning. Candidate describes how to communicate results to students and their families; <u>cites general examples</u>, from candidate's practice, of appropriate assessments used <u>and</u> what the results indicated.	**Observation:** Candidate uses appropriate informal and formal, formative and summative assessments to analyze student learning <u>on a regular basis</u>. Feedback provides a specific evaluation of student performance <u>and gives suggestions</u> likely to help students improve. **Artifacts:** Candidate includes evidence that recordkeeping is accurate and has been used as the basis for reporting progress to students <u>and their families</u>. **Reflection:** Candidate shows an understanding of the purposes of different types of assessments and the advantages of the use of multiple measures, <u>including specialized assessments</u>, and the state-adopted student assessment program for analyzing student learning; and how to communicate results to students and their families Cites <u>and justifies specific examples</u>, from candidate's practice, of varied and effective assessments used.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Student Engagement (TPE 5) **NAEYC STANDARD 1**	**Observations**: Candidate makes little or no effort to inform students of instructional objectives and explanations are often unclear. Few attempts to encourage student participation or to redirect off-task students. Few question and answer periods to monitor student progress or to encourage higher-level thinking. **Artifacts** contain few lesson plans incorporating activities and discussions likely to promote student participation. **Reflection** shows little awareness of need to engage students in dialog or promote their interest in learning.	**Observations**: Candidate usually communicates instructional objectives and procedures to students with reasonable clarity. Lessons usually elicit some level of participation by all students. Usually uses questioning strategies effectively to monitor student progress and occasionally to encourage higher-level thinking. **Artifacts** include lesson plans and activities with clearly stated instructional objectives, strategies to broaden student participation, and plans for questioning sequences. **Reflection** indicates the importance of gaining student interest and attention in promoting learning.	**Observations**: Candidate <u>usually</u> communicates instructional objectives and procedures to students <u>with a high level</u> of clarity. Lessons usually elicit a <u>high level</u> of participation by all students. Usually uses questioning strategies effectively <u>both to</u> monitor student progress <u>and</u> to encourage higher-level thinking. **Artifacts:** <u>In addition</u> to meeting level 2, lesson plans and activities promote students' <u>active participation, include</u> scoring guides, models, or exemplars to communicate expectations, <u>and</u> list key questions for monitoring progress or encouraging higher level thinking. **Reflection** <u>discusses</u> value of student engagement underlying strategies used by teacher.	**Observations**: <u>Without exception,</u> candidate communicates instructional objectives and procedures to students with a high level of clarity. Lessons usually elicit a high level of participation by all students. Uses questioning strategies with <u>exceptional effectiveness</u> to monitor student progress and to encourage higher-level thinking <u>and</u> creativity. **Artifacts:** <u>In addition to meeting level 3</u>, lesson plans and activities <u>involve</u> students in determining objectives, <u>encourage</u> students to set individual learning goals, <u>and</u> contain questioning sequences that encourage student-to-student questioning. **Reflection** <u>integrates</u> engagement issues <u>and</u> learning strategies <u>and</u> the importance of self-directed learning.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Developmentally Appropriate Teaching Practices in Grades K-3 (TPE 6A) **Multiple Subject Only** **NAEYC STANDARD 4**	**Observations**: Candidate incorporates activities that are too long for most students; fails to make appropriate real-world connections for students in this grade range. Lessons are too abstract. **Artifacts:** Candidate fails to document, or documents inappropriately, special plans for students who require extra help with self-control and those who have exceptional needs. **Reflection:** Candidate shows little or no understanding of the important characteristics of K-3 learners and/or fails to connect these characteristics to the design of instruction.	**Observations**: Candidate incorporates activities that suit the attention span of students in grades K-3; makes real-world connections generally appropriate for students in this grade range. Uses strategies that are generally appropriate for the level of concrete thinking associated with students in this grade range. **Artifacts:** Candidate documents special plans for students who require extra help with self-control and those who have exceptional needs. **Reflection:** Candidate shows an understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction.	**Observations**: Candidate incorporates activities that suit the attention span of students in grades K-3; makes real-world connections appropriate for students in the class. Uses strategies that are specifically appropriate for the level of concrete thinking associated with students in class. **Artifacts**: Candidate documents special plans for students who require extra help with self-control, for those who have exceptional needs, and for those who have special abilities. **Reflection:** Candidate shows an understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction; cites examples from their own teaching practice.	**Observations**: Candidate nearly always incorporates activities that suit the attention span of young learners and effectively adjusts if necessary; makes multiple real-world connections appropriate for specific students in class. Uses strategies appropriate for the level of concrete thinking associated with students in the class while providing opportunities to expand student thinking to a more abstract level. **Artifacts**: Candidate documents a variety of special plans for students who require extra help with self-control, for those who have exceptional needs, and for those who have special abilities. **Reflection:** Candidate shows a clear understanding of the important characteristics of K-3 learners and the connection between these characteristics and the design of instruction; cites examples from their own teaching practice and provides justification for their use.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Developmentally Appropriate Teaching Practices in Grades 9-12 (6C) **Single Subject only** **NAEYC-NA**	**Observations**: Candidate fails to incorporate intellectually challenging academic content and activities that support development of advanced thinking. Makes little or no effort to connect the curriculum and life outside the classroom. **Artifacts:** Candidate fails to document lessons that incorporate strategies appropriate for this age student. Fails to document activities designed to increase student responsibility for learning. **Reflection:** Candidate shows little or no understanding of the important characteristics of Grade 9-12 learners and/or fails to connect these characteristics to the design of instruction.	**Observations**: Candidate occasionally incorporates intellectually challenging academic content and activities that support development of advanced thinking. Makes some effort to connect the curriculum and life outside the classroom. **Artifacts:** Candidate includes lessons that incorporate strategies generally appropriate for students of this grade range. Documents use of a strategy designed to increase student responsibility for learning. **Reflection:** Candidate shows an understanding of the important characteristics of Grade 9-12 learners and the connection between these characteristics and the design of instruction.	**Observations:** Candidate often incorporates intellectually challenging academic content and activities that support development of advanced thinking; occasionally provides opportunities for students to develop problem-solving skills. Makes regular connections between the curriculum and life outside the classroom. **Artifacts:** Candidate documents strategies designed specifically for students in specific classes. Documents use of both an activity and a strategy designed to increase student responsibility for learning. **Reflection:** Candidate shows an understanding of the important characteristics of Grade 9-12 learners and the connection between these characteristics and the design of instruction; cites examples from their own teaching practice.	**Observations**: Candidate often incorporates intellectually challenging academic content, activities that support development of advanced thinking and opportunities for students to develop problem-solving skills. Makes regular connections between the curriculum and life outside the classroom. **Artifacts:** Candidate documents strategies designed specifically for students in specific classes. Document use of a variety of activities or strategies designed to increase student responsibility for learning. **Reflection:** Candidate shows a clear understanding of the important characteristics of Grade 9-12 learners and the connection between these characteristics and the design of instruction; cites examples from their own practice and provides justification for their use.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Instructional Time (TPE10) **NAEYC-NA**	**Observations**: Routines and transitions are missing or inconsistent, resulting in loss of instructional time. **Artifacts:** Candidate fails to include artifacts that demonstrate appropriate use of instructional time or transitions. **Reflection:** Candidate shows little awareness of a need for a detailed lesson plan that has the ability to establish efficient lesson routines and procedures to improve instructional time and decrease inappropriate behavior.	**Observations**: Candidate implements well-paced lessons; generally uses complete time periods for instruction. Little time is lost in transitions. **Artifacts:** Candidate includes evidence that lessons utilized the allocated time for instruction. **Reflection:** Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses an adjustment made to their use of instructional time as a result of feedback.	**Observations**: Candidate presents well-paced lessons. If necessary, adjusts the pacing of the lesson. Generally uses complete time period for instruction. Classroom routines result in effective and efficient transitions. **Artifacts:** Candidate includes evidence that lessons utilized the allocated time for instruction and provide opportunities for those who need more time. **Reflection:** Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses various adjustments made to their use of instructional time as a result of feedback.	**Observations**: Candidate's class routines and transitions result in maximum use of instructional time. Students know classroom expectations and follow directions without being reminded. **Artifacts:** Candidate includes evidence that lessons utilized the allocated time for instruction and includes contingency plans to provide meaningful activities for students who finish quickly and opportunities for those who need more time. **Reflection:** Candidate shows an understanding of the importance of a lesson plan that addresses instructional time and pacing. Discusses various adjustments made to their use of instructional time as a result of feedback and reflection.

TPE	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Professional, Legal and Ethical Obligations (TPE 12) **NAEYC-STANDARD 1, 2, 5**	**Observations**: Candidate fails to act in accordance with school, state, and federal policies and procedures. Fail to act in an ethical manner. **Artifacts:** Candidate fails to provide examples of district, state, or federal policies and procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. **Reflection:** Candidate shows minimal awareness or understanding of the implications of district, state, or federal policies and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities.	**Observations**: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. **Artifacts:** Candidate provides examples of district, state, <u>or</u> federal policies <u>or</u> procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. **Reflection:** Candidate shows <u>an awareness of</u> the implications of district, state, or federal policies or local procedures pertaining to the education of English learners, gifted students, and individuals with disabilities.	**Observations**: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. **Artifacts:** Candidate provides examples of district, state, <u>or</u> federal policies <u>and local</u> procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. **Reflection:** Candidate shows <u>an understanding of</u> the implications of district, state, or federal policies and local procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. <u>Cites general examples.</u>	**Observations**: Candidate acts in accordance with school, state, and federal policies and procedures. Models ethical behavior. **Artifacts:** Candidate provides examples of district, state, <u>and</u> federal policies and local procedures regarding: Their role as a mandated reporter; responding to inappropriate or violent behavior; the privacy, health, and safety of others. **Reflection:** Candidate shows an understanding of the implications of district, state, <u>and</u> federal policies and local procedures pertaining to the education of English learners, gifted students, and individuals with disabilities. Cites <u>specific</u> examples from their practice.

ASSESSMENT 4:
Holistic Proficiency Project Data Chart

2012-13 Aggregated Data, n= 18

Holistic TPE & NAEYC Standard	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
TPE 1 (Math); NAEYC 4	0 0%	16 89%	2 11%
TPE 1 (Science); NAEYC 4	0 0%	16 89%	2 11%
TPE 1 (History/Social Science); NAEYC 4	0 0%	18 100%	0 0%
TPE 3; NAEYC 3	0 0%	10 56%	8 44%
TPE 5; NAEYC 4	0 0%	12 67%	6 33%
TPE 6; NAEYC 1, 2	0 0%	13 72%	5 28%
TPE 12; NAEYC 1,5	0 0%	16 89%	2 11%

2011-12 Aggregated Data, n= 18

Holistic TPE & NAEYC Standard	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
TPE 1 (Math); NAEYC 4	0 0%	13 72%	5 28%
TPE 1 (Science); NAEYC 4	0 0%	14 78%	4 22%
TPE 1 (History/Social Science); NAEYC 4	0 0%	12 67%	6 33%
TPE 3; NAEYC 3	0 0%	11 61%	7 39%
TPE 5; NAEYC 4	0 0%	13 72%	5 28%
TPE 6; NAEYC 1, 2	0 0%	13 72%	5 28%
TPE 12; NAEYC 1,5	0 0%	14 78%	4 22%

2010-11 Aggregated Data, n= 21

Holistic TPE & NAEYC Standard	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
TPE 1 (Math); NAEYC 4	0 0%	14 67%	7 33%
TPE 1 (Science); NAEYC 4	0 0%	17 81%	4 19%
TPE 1 (History/Social Science); NAEYC 4	0 0%	18 86%	3 14%
TPE 3; NAEYC 3	0 0%	16 76%	5 24%
TPE 5; NAEYC 4	0 0%	17 81%	4 19%
TPE 6; NAEYC 1, 2	0 0%	11 52%	10 48%
TPE 12; NAEYC 1,5	0 0%	15 71%	6 29%