Secondary Student Teaching Office   # Supervised Instruction Evaluation   **Fall _____ Spring _____ Year_____**
Department of Secondary Education   **Single Subject Credential**   **Traditional ___ ACT ___ FYI ___ JYI___ Intern ____**

California State University, Northridge   SED 555   SED 555__ Midterm _____ Final ____

_____   _____   _____
          Teacher/Intern Candidate   School and District Assignment   Subject(s), Grade(s), Type of Class (e.g., Sheltered English 10, Basic Math 7-8)

This is an evaluation based on _____ visits of an average of ___ minutes each.

School and Class Characteristics:
- Type of school (charter, comprehensive public)
- Socioeconomic/racial/ethnic/linguistic diversity of student body
- Class size
- Presence of a) English Learners, b) students with special needs, and c) students at risk of failure

Rating Scale

Exceeds Standard
Demonstrates a high level of performance beyond what is expected of *beginning teachers*.

Meets Standard
Performs at the level expected of *beginning teachers.* Demonstrates sufficient competence to warrant making independent decisions about planning and implementing lessons.

Below Standard
Does not perform at the level expected of *beginning teachers.* Is not able to implement instruction independently in a classroom. To receive Credit for SED 555/555BL, candidates may have no more than 4 items rated "Below Standard" on the final evaluation and must "Meet" or "Exceed Standard" on Item #8. Candidates with more than 4 items rated "Below Standard" on the midterm evaluation must receive an Assistance Plan.

No Opportunity to Observe

Positive Classroom Environment: The Candidate…
1. Fosters a safe, caring, and respectful classroom community, appropriately addressing intolerance and harassment. (2.1, 2.2, 2.3)
2. Creates a culturally responsive learning environment that honors diversity and multiple perspectives. (2.2)
3. Maintains high expectations for all students, with appropriate support, encouraging them to consider connections between school and future career and higher education options. (2.5)
4. Establishes and maintains clear expectations for classroom behavior and communicates these to students and families. (2.6)
5. Establishes an orderly and productive classroom environment. (2.2, 2.3, 2.6)
6. Develops rapport and makes positive connections with students. (2.1, 2.2, 2.3)
7. Promotes students' development, individual responsibility, and social-emotional growth, using positive interventions and supports. (2.1)

Comments on the Candidate's ability to create a positive classroom environment. Also, please give evidence for any ratings of "Below Standard."

Planning and Instruction: The Candidate…
8. Knows subject matter, the California State Standards, and subject-appropriate curriculum frameworks. (3.1)
9. Locates and applies information about all students (such as academic status; learning needs and goals; language proficiency; and linguistic, socioeconomic, and cultural background and assets) to facilitate students' understanding of subject matter. (1.1, 3.2, 4.1)
10. Plans and implements instruction consistent with current subject-specific pedagogy. (3.3)
11. Plans and implements instructional activities that interest and engage students. (1.1, 1.3,1 .7, 1.8)
12. Plans and implements cross-disciplinary learning activities. (1.7, 3.3, 4.3)
13. Adapts curriculum and instruction to support all students' academic-language development. (3.5, 4.4, 5.7)
14. Uses various research-based English Language Development approaches appropriately for individual students. (1.6, 5.7)
15. Uses and adapts materials, technology, and strategies (for example, using Universal Design for Learning [UDL] and Multi-Tiered System of Supports [MTSS]) to provide equitable access to the curriculum. (1.4, 1.7, 3.6, 4.4)
16. Connects subject matter to real-life and career contexts. (1.3)
17. Provides students with opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (1.3, 1.5)
18. Makes effective use of instructional time. (4.4)
19. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources. (4.2, 4.4)
20. Provides opportunities for students to advocate for strategies that meet their individual learning needs. (4.5)
21. Accesses resources for planning and instruction, including the expertise of community and school colleagues. (4.4, 4.6)
22. Promotes a range of communication strategies, means of representation and expression, activity modes, and opportunities for students to support each other in learning. (3.4, 4.4, 4.7)
23. Uses digital tools and learning technologies to engage students in learning, promote digital literacy/citizenship, and offer multiple means to demonstrate learning. (3.7, 3.8, 4.8)

Comments on the Candidate's ability to plan and instruct. Also, please give evidence for any ratings of "Below Standard."

Assessment: The Candidate…

24. Monitors student learning and appropriately adjusts instruction while teaching. (1.8)
25. Uses different types of formative and summative assessments appropriately. (5.1)
26. Involves students in self-assessment and in revising their work based on assessment feedback. (5.3)
27. Uses available technology to support assessment administration, data analysis, and communicating outcomes to students and families. (5.4)
28. Uses assessment results in a timely manner to assist students and families in understanding student progress. (1.2, 5.5)
29. Works with specialists to interpret assessments to identify students' proficiency levels in English and other primary languages. (5.6, 5.7)
30. Collects, analyzes, and uses assessment data (including from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics) to establish learning goals; plan, differentiate, and/or modify instruction; and document learning over time. (4.1, 5.2, 5.7, 5.8)

Comments on the Candidate's ability to develop, analyze, and use assessments. Also, please give evidence for any ratings of "Below Standard."

Professionalism: The Candidate…

31. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
32. Exhibits caring, support, acceptance, fairness, and integrity when working with all students, families, and colleagues. (6.2, 6.4)
33. Establishes professional learning goals and reflects on their teaching practice and level of subject matter and pedagogical knowledge. (6.1, 6.2)
34. Communicates routinely and effectively with peers, colleagues, families, and members of the larger school community to support teacher and student learning and wellbeing. (2.4, 6.2, 6.3)
35. Demonstrates professional responsibility, as per policies regarding the privacy, health, and safety of students and families and the ethical use of social media and other digital tools. (6.4, 6.5)
36. Demonstrates personal responsibilities, including attendance and punctuality, and meeting deadlines. (6.6)
37. Accepts and uses feedback from mentors and students to improve teaching. (6.2, 6.3)

Comments on the Candidate's professionalism. Also, please give evidence for any ratings of "Below Standard."

Concurrence with Scoring Partner [for student teachers only, not Interns]

Before you submit this evaluation, you must confer with your scoring partner (the University Supervisor, if you are a Mentor Teacher, or the Mentor Teacher, if you are a University Supervisor).

 Date you discussed your draft evaluations with your scoring partner: _____

revised evaluation.