



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: Summer 2009

School/College: School of Education

Department/Program: Teacher Education Department

Person completing the Report: Caryl Hodges

1. Overview Statement: Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. which program learning outcomes were assessed this year.

Per our California Commission on Teacher Credentialing (CTC) accreditation, successful completion of a K-12 Teaching Credential Program in the state of California requires that credential candidates demonstrate a basic proficiency in meeting the 13 Teaching Performance Expectations (TPEs). Program learning outcomes are identified for each of the 13 TPEs. In order to recommend and candidate for a credential, the Teacher Education Program verifies that every recommended candidate meets these requirements. Thus, assessment of all of these learning outcomes is ongoing.

b. who in your department/program was involved in the assessment of the above learning outcomes

All TED faculty (both full-time and part-time), university supervisors, cooperating/master teachers, California Teaching Performance Assessment assessors

2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.



2008-2009 Assessment Plan Report

I. California Teaching Performance Assessment (CalTPA) Passing Rates

Candidates demonstrate competency on the Teaching Performance Expectations through the CalTPA. Review of submissions provides information about candidate competency as well as information for program review.

California Teaching Performance Assessment - First Attempt Pass Rates				
	Task 1	Task 2	Task 3	Task 4
Fall 2008	87.5%	75%	81.8%	88%
Spring 2009	82.7%	81%	100%	95%

A review of how the CalTPA is embedded in the program as well as data from the assessment and debrief with assessors indicated that the Writer's Workshop format (1:1 meetings with TPA assessors who have been trained as mentor/coaches) was 1) not reaching a sufficient number of candidates and 2) not effective in providing a link between course content and application of pedagogical skills in the field as reflect in responses to the TPA tasks. For Spring 2009, the workshop was changed to create four 45 minute workshops, through which candidates rotated, with each providing a specific focus: Subject Specific Pedagogical Skills for Diverse Classrooms; Assessment Selection, Use, and Analysis to Improve Student Learning; Effective Instructional Practices for English Language Learners; Effective Instructional Practices for Special Needs Students. The workshops were developed and lead by TPA Assessors. After each session both candidates and assessors completed a feedback form which is being used to further develop these workshops for the next semester.

Based on First Attempt Passing Rates, there is concern about Task 1 and Task 2. A more in-depth analysis of both TPA submissions and the two Record of Evidence forms for candidates who did not pass Task 1 and Task 2 on their first submission will be undertaken in Fall 2009 to identify potential areas of improvement in course content, orientation to the TPA, and content for the TPA workshop.

II. Preparing for Induction Form

As a first step in developing a form that candidates can take with them into the induction phase of their credential process, per CTC requirements, a feedback form to be completed by TPA assessors was developed and piloted. The form is completed simultaneously with the scoring of each TPA task. A copy of this feedback form is provided to each candidate at the same time they receive their score on the task. For candidates completing Task 1 and Task 2, this form provided feedback that can assist them as they progress to the final TPA Tasks (3 & 4) as well as be used to mentor/coach those candidates who do not receive a passing score on a task. Candidates completing Task 3 and Task 4 are encouraged to share these feedback forms with their Induction Coach at their first teaching position.

Feedback from candidates during the year has been very positive related to the information they received on the feedback forms. TPA mentor/coaches have also found the information useful when working with a candidate who did not receive a passing grade and must revise and resubmit a task for scoring.

The next step in this process is to further develop the form to allow candidates in the latter part of their final semester to add comments from their cooperating/master teachers, university supervisors, as well as a personal analysis/self-reflection on their strengths and weaknesses as they approach their first teaching job.



2008-2009 Assessment Plan Report

III. Program Review

Modification by the CTC of Credential Program Standards in 2008-2009 pushed the beginning of our program review process back to Fall 2009 so our review and any modifications made would be aligned with the new standards. The TED response to new BCLAD Program Standards and the revised Reading Standards are due in Spring 2010. Courses with content specific to these standards will be the first to be reviewed.

IV. Student Teacher Evaluation

Modification by the CTC of Credential Program Standards, as well as clarification of placement requirements for the Teaching Performance Assessment tasks, pushed the revision of the Student Teaching Evaluation forms back to Fall 2009. USF Field Placement Coordinators plan to revise the forms and pilot the new forms during Spring 2010.

V. Exit Interview Data

Exit Interview data, along with faculty evaluations, were very positive. One area of improvement stood out and that was the introduction and use of a wider range of technology in classes other than the technology focused seminars. The program will identify and arrange workshops on specific technology strategies and techniques for faculty in 2009-2010.

VI. Survey of Graduates, Principals, and Induction Support Providers

Initial surveys for each group were developed. After extensive review it was decided to further develop the questions and more closely link them to the Teacher Performance Expectations (TPEs) as well as the newly revised California Standards for the Teaching Profession (CSTPs). The first pilot of the surveys will go out in April 2010.

VII. Master of Arts in Teaching

Currently, credential candidates pursuing the Master of Arts in Teaching (MAT) complete the credential requirements and two additional courses (6 units): Methods of Educational Research and Master's Field Project. The Methods of Educational Research seminar is a generic seminar taken by most School of Education (SOE) MA students as preparation for taking their department specific MA Thesis/Field Project seminar. Initial discussions began with other SOE departments about the content of these two courses in terms of content and department expectation. It was initially decided to begin with the MA Thesis/Field Project seminar to develop a rubric for a thesis and one for a field project that would provide for consistency in expectations across all MA programs while at the same time providing flexibility in terms of individual department/degree expectations. This rubric was developed and shared across MA programs. Feedback was collected at the end of Spring 2009 and is currently being reviewed to further develop these rubrics.

At the same time, the Teacher Education Department reviewed the MAT program and decided, based on a range of data (Field Project completion rates, feedback from graduates, input from teachers in the field, to consider revising the MAT requirements to more closely align with the pedagogical skills needed by beginning teachers entering their first classroom. The department is considering changing the content of the final two courses to: Advanced Historical and Theoretical Foundations of Education and Advanced Curriculum and Instruction



2008-2009 Assessment Plan Report

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
 - i. **CalTPA Rubric* for Subject Specific Pedagogy (SSP) [Task 1]**
 - ii. **Sample Feedback Form for SSP**
 - iii. **CALTPA Rubric* for Designing Learning (DL) [Task 2]**
 - iv. **Sample Feedback Form for DL**
 - v. **CalTPA Rubric* for Assessing Learning (AL) [Task 3]**
 - vi. **Sample Feedback Form for AL**
 - vii. **CalTPA Rubric* for Culminating Teaching Experience (CTE) [Task 4]**

***NOTE:** Rubrics for the TPa were developed by ETS for the CTC CalTPA. The Sample Feedback Forms were developed and are currently being piloted by the Teacher Education Program to provide additional feedback to candidates.

- viii. **Sample Feedback Form for CTE**
 - ix. **Rubric for MA Thesis (Draft)**
 - x. **Rubric for MA Field Project (Draft)**
- e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).

Teacher Education Department

Documents to Support

WASC Year 1 Program Assessment Report

- i. CalTPA Rubric* for Subject Specific Pedagogy (SSP) [Task 1]
- ii. Sample Feedback Form for SSP
- iii. CALTPA Rubric* for Designing Learning (DL) [Task 2]
- iv. Sample Feedback Form for DL
- v. CalTPA Rubric* for Assessing Learning (AL) [Task 3]
- vi. Sample Feedback Form for AL
- vii. CalTPA Rubric* for Culminating Teaching Experience (CTE) [Task 4]

*NOTE: Rubrics for the TPa were developed by ETS for the CTC CalTPA. The Sample Feedback Forms were developed and are in currently being piloted by the Teacher Education Program to provide additional feedback to candidates.

- viii. Sample Feedback Form for CTE
- ix. Rubric for MA Thesis (Draft)
- x. Rubric for MA Field Project (Draft)

California Teaching Performance Assessment
***Rubric for Subject-Specific Pedagogy (Task 1): Principles of Content-Specific and
Developmentally Appropriate Pedagogy***

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing developmentally appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instruction as evidenced by:

- incorporating relevant and developmentally appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards
- knowing and applying relevant and appropriate instructional practices for English Language Development
- adapting relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Assessing Student Learning (TPE 3)

The candidate uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

Planning Instruction and Designing Learning Experiences for Students (TPE 9)

The candidate uses student information to plan instruction as evidenced by:

- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs

California Teaching Performance Assessment
***Rubric for Subject-Specific Pedagogy (Task 1): Principles of Content-Specific and
Developmentally Appropriate Pedagogy***

Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing developmentally appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instruction as evidenced by:

- incorporating developmentally appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards
- knowing and applying appropriate instructional practices for English Language Development
- adapting appropriate instructional strategies to provide access to the state-adopted academic content standards for students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Assessing Student Learning (TPE 3)

The candidate uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding instructional strategies and student activities that assist students to achieve learning goals and meet students' needs
- demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

Planning Instruction and Designing Learning Experiences for Students (TPE 9)

The candidate uses student information to plan instruction as evidenced by:

- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs

California Teaching Performance Assessment
***Rubric for Subject-Specific Pedagogy (Task 1): Principles of Content-Specific and
Developmentally Appropriate Pedagogy***

Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing developmentally appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instruction as evidenced by:

- incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards in an ambiguous or minimal manner
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- adapting instructional strategies to provide access to the state-adopted academic content standards for students in an ambiguous or inconsistent manner

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Assessing Student Learning (TPE 3)

The candidate uses assessment to inform instruction and feedback strategies as evidenced by:

- a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

Planning Instruction and Designing Learning Experiences for Students (TPE 9)

The candidate uses student information to plan instruction as evidenced by:

- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students
- selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

California Teaching Performance Assessment
***Rubric for Subject-Specific Pedagogy (Task 1): Principles of Content-Specific and
Developmentally Appropriate Pedagogy***

Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing developmentally appropriate activities, to understand and use a variety of assessments to determine students' progress and to plan instruction, and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instruction as evidenced by:

- incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards
- knowing and applying inappropriate or no instructional practices for English Language Development
- adapting inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Assessing Student Learning (TPE 3)

The candidate uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

Planning Instruction and Designing Learning Experiences for Students (TPE 9)

The candidate uses student information to plan instruction as evidenced by:

- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals and do not meet students' needs

Candidate Feedback on TPA Task: Subject Specific Pedagogy

Candidate #:

Score: 3

Aspects of Teaching (TPE)	Areas Meet Expectations	Areas for Growth
Planning for Instruction (TPE 4, 6, 7, 8, 9)	Your lesson plan is well thought out and well sequenced; good use of the boomerang and football analogies.....	...the task scenario asks for 2 45 minute sessions on two consecutive days...in the future remember to set-up your response per the directions
Planning For Assessment (TPE 6, 7, 8, 9)	Your use of the additional assessment is well thought out. The use of peers for the first read through to prompt revisions is a good pedagogical strategy that benefits all	
Making Adaptations (TPE 4, 6, 7, 8, 9)	ELL: The adaptations you selected were appropriate..... SN: The adaptations you selected for the Special Needs student were well thought out; thank you for planning to work with the resource teacher	...but no where was it evident that you were specifically providing instruction for the ELL student in the areas of need. You provided translations up front but no specific instruction beyond what you did with the whole class. Think about how you could provide that needed instruction.
Using Subject-specific Pedagogical Skills (TPE 1, 4, 5, 6, 7)	You identified and used a wide range of strategies to engage students throughout your response to this task.	

Comments: Your response to the task scenarios demonstrates a good foundation understanding of the plan-teach-assess-reflect sequence.

California Teaching Performance Assessment
Rubric for Designing Instruction (Task 2): Connecting Instructional Planning to Student Characteristics for Academic Learning

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, learn about students, plan for instruction, make adaptations to the plan to meet student needs, and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instructional planning as evidenced by:

- using relevant and developmentally appropriate strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Developing as a Professional Educator (TPE 13)

The candidate reflects on connecting learning about students to instructional planning as evidenced by:

- providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Designing Instruction (Task 2): Connecting Instructional Planning to Student Characteristics for Academic Learning

Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, learn about students, plan for instruction, make adaptations to the plan to meet student needs, and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students' needs

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instructional planning as evidenced by:

- using developmentally appropriate strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Developing as a Professional Educator (TPE 13)

The candidate reflects on connecting learning about students to instructional planning as evidenced by:

- providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Designing Instruction (Task 2): Connecting Instructional Planning to Student Characteristics for Academic Learning

Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, learn about students, plan for instruction, make adaptations to the plan to meet student needs, and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students
- obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instructional planning as evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Developing as a Professional Educator (TPE 13)

The candidate reflects on connecting learning about students to instructional planning as evidenced by:

- providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Designing Instruction (Task 2): Connecting Instructional Planning to Student Characteristics for Academic Learning

Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, learn about students, plan for instruction, make adaptations to the plan to meet student needs, and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction as evidenced by:

- establishing inappropriate or no goals for student learning that may not be based on state-adopted academic content standards for students
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction that may not be related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instructional planning as evidenced by:

- using developmentally inappropriate or no strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Developing as a Professional Educator (TPE 13)

The candidate reflects on connecting learning about students to instructional planning as evidenced by:

- providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Candidate Feedback on TPA Task: Designing Instruction

Candidate #:

Score: 3

Aspects of Teaching (TPE)	Areas Meet Expectations	Areas for Growth
Establishing Goals & Standards (TPE 8, 9)	You selected appropriate standards; goals match the standards	
Learning About Students (TPE 8, 9)	You provide a range of sources from which to “get” information about your students with a rationale for each of the information sources; your application of this information to your planning process was well defined	
Planning for Instruction TPE 4, 6, 7, 8, 9)	A well thought out and planned lesson	
Making Adaptations (TPE 4, 6, 7, 8, 9)	Your lesson is designed to assist your ELL student but.....	...you mention in your write up (Step 2, #3) that what she needs is “extra support in subject specific vocabulary” but this is not evident in your lesson or adaptations....since the goal is for you as the teacher, not just her partner, to improve her English language skills, it should be mentioned.
Using Subject-specific Pedagogical Skills ((TPE 1, 4, 5, 6, 7)	The methods you selected to teach the lesson (modeling, white boards, manipulatives, partner work) are all appropriate for the lesson and this grade level	
Reflecting (TPE 13)	Your reflection demonstrates your understanding of how to use student information in your planning and teaching	

Comments: Your response to Task 2 indicates you have a good understanding of how to design instruction to meet the needs of a specific group of students. Your response would have been stronger if you have some more specific adaptations for your focus students that match their individual needs; and in which you, as the teacher, are actively involved in teaching them.

California Teaching Performance Assessment
Rubric for Task 3: Classroom Assessment of Academic Learning Goals

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan assessment as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning a relevant and appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet all students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate uses and adapts strategies for assessment as evidenced by:

- using relevant and developmentally appropriate assessment practices
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using assessment results accurately and appropriately to determine student progress and to plan instruction
- providing detailed and accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Task 3: Classroom Assessment of Academic Learning Goals

Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan assessment as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining relevant information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning an appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate uses and adapts strategies for assessment as evidenced by:

- using developmentally appropriate assessment practices
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using assessment results appropriately to determine student progress and to plan instruction
- providing accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning as evidenced by:

- providing relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Task 3: Classroom Assessment of Academic Learning Goals

Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan assessment as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based vaguely on state-adopted academic content standards for students
- obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning assessment that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students
- minimally adapting the selected assessment to assist students in achieving learning goals or the adaptation inconsistently meets students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate uses and adapts strategies for assessment as evidenced by:

- using ambiguous or inconsistent assessment practices
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidates uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction
- providing minimal or limited feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning as evidenced by:

- providing cursory or limited reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

California Teaching Performance Assessment
Rubric for Task 3: Classroom Assessment of Academic Learning Goals

Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan assessment as evidenced by:

- establishing inappropriate or no goals for student learning, that may not be based on state-adopted academic content standards for students
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no assessment that may not be related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- inappropriately adapting, or not adapting, the selected assessment assist students to achieve learning goals and does not meet students' needs

Engaging and Supporting Students in Learning (TPE 6,7)

The candidate uses and adapts strategies for assessment as evidenced by:

- using developmentally inappropriate or no assessment practices
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidates uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using assessment results inappropriately or not at all to determine student progress and to plan instruction
- providing inaccurate or no feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Candidate Feedback on TPA Task: Assessing Learning

Candidate #: 10776454

Score: 4

Aspects of Teaching (TPE)	Areas Meet Expectations	Areas for Growth
Establishing Goals & Standards (TPE 8, 9)	You selected an assessment that gave you direct knowledge of where your students were in reaching the Standard	
Planning For Assessment (TPE 6, 7, 8, 9)	The assessment you selected was developmentally appropriate; your modeling provided students with an introduction to what they would need to do; the 1:1 assessment was well planned and gave you specific knowledge about each student	
Learning About Students (TPE 8, 9)	You collected and made good use of the information about the students in your class and particularly your focus students	
Making Adaptations (TPE 4, 6, 7, 8, 9)	The adaptations you made for the focus students served the purpose you intended and helped you understand exactly what basic knowledge each had..	...it would have been nice to see some English language development with your ELL student; nothing is mentioned specifically about building her language skills.
Analyzing Student Evidence & Assessment (TPE 2, 3)	Nice analysis of student work – you demonstrated you understand how to look at the overall picture to determine what students know and where you need to make changes and/or re-teach; good point about use of multiple assessments	
Reflecting (TPE 13)	Good reflection	

Comments: Your Task 3 demonstrates that you have a good understanding of how to select, use, and analyze a developmentally appropriate assessment to determine if you students are meeting a standard or not. 1:1 assessments are a wonderful tool in the primary grades but often a challenge to do because of time and how to engage the students not currently working with you. You did a nice job in this assessment to meet that challenge.

California Teaching Performance Assessment

Rubric for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students, describe the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction and assessment as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs

Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)

The candidate establishes a climate for learning and uses instructional time as evidenced by:

- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining clear and appropriate expectations for academic and social behavior
- appropriately creating and maintaining a positive climate for learning

Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)

The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:

- using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of all students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Assessing Student Learning (TPE 2, 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

Developing as a Professional Educator (TPE 13)

The candidate reflects on the instructional experience and student learning as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

California Teaching Performance Assessment

Rubric for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to learn about students, describe the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction and assessment as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students
- selecting or adapting appropriate goals for student learning, based on state-adopted academic content standards for students
-

Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)

The candidate establishes a climate for learning and uses instructional time as evidenced by:

- allocating instructional time appropriately
- establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining appropriate expectations for academic and social behavior

Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)

The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:

- using developmentally appropriate instructional strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of most students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

Assessing Student Learning (TPE 2, 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
- using classroom assessments and analyzing student work accurately

Developing as a Professional Educator (TPE 13)

The candidate reflects on the instructional experience and student learning as evidenced by:

- providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

California Teaching Performance Assessment

Rubric for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to learn about students, describe the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning and Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction and assessment as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)

The candidate establishes a climate for learning and uses instructional time as evidenced by:

- sometimes appropriately and sometimes inappropriately allocating instructional time
- establishing inconsistent or minimal procedures for routine tasks and management of transitions
- developing and maintaining ambiguous or inconsistent expectations for academic and social behavior
- creating a climate that is sometimes appropriate for learning

Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)

The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- ensuring the active and equitable participation of some students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidates knows the state-adopted content standards for students as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Assessing Student Learning (TPE 2, 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students
- using ambiguous classroom assessments and cursory or inconsistent analysis of student work

Developing as a Professional Educator (TPE 13)

The candidate reflects on the instructional experience and student learning as evidenced by:

- providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

California Teaching Performance Assessment

Rubric for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction

Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students, describe the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction and assessment as evidenced by:

- establishing inappropriate or no goals for student learning, that may not be based on state-adopted academic content standards for students
- obtaining irrelevant or no information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction that may not be related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)

The candidate establishes a climate for learning and uses instructional time as evidenced by:

- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and no management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)

The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:

- using developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development
- ensuring the active and equitable participation of few or no students

Making Subject Matter Comprehensible to Students (TPE 1)

The candidate knows the state-adopted content standards for students as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

Assessing Student Learning (TPE 2, 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

- using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
- using inappropriate or no classroom assessments and inaccurate or no analysis of student work

Developing as a Professional Educator (TPE 13)

The candidate reflects on the instructional experience and student learning as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Candidate Feedback on TPA Task: Culminating Teaching Experience

Candidate:

Score: 3

Aspects of Teaching (TPE)	Areas Meet Expectations	Areas for Growth
Establishing Goals & Standards (TPE 8, 9)	The standards and goals were appropriate to your lesson plan and the subject	
Learning About Students (TPE 8, 9)	You provided detailed information the class as a whole and both focus students as well as how this would be used in your planning.	
Describing Classroom Environment (TPE 4, 5, 6, 7, 10,11)	You provided detailed information about the classroom environment – how it was established, expectations for students (academic & behavior).....	...suggestion: consider identifying and using some non-vocal attention signals to let students know they need to stop talking and focus on the discussion – you only used a bell once but you didn't wait for them to stop talking and listen.
Planning for Instruction (TPE 4, 6, 7, 8, 9)	You provided an appropriate plan; good movement around the room during the video; good positive reinforcement as well as asking students to contribute ideas and summarize what other students have translated; jigsaw instructions were specific	...be aware of terminology you use with students – “you guys”; prior to the lesson, consider how you would break up the groups for the final jigsaw – the transition to this was a little chaotic and could have been done in a more time effective manner
Making Adaptations (TPE 4, 6, 7, 8, 9)	ELL: Your adaptations were appropriate but..... SN: Your adaptation for your GATE student was very minimal.....	...it would be nice to see some specific instruction for her in terms of writing. Your adaptation in this area really related to reading & comprehension of the questions rather than construction of the written response. ...if you have a group of GATE students (as you indicated) how could you challenge them all above & beyond what was being done in the class by the non-GATE students?
Using Subject-specific Pedagogical Skills (TPE 1, 4, 5, 6, 7)	You used a good range of pedagogical skills to engage students in the various aspects of the lesson.....	...though you might work on the transition (see above) into groups outside of the area where they were seated.
Analyzing Evidence of Student Learning & Effectiveness of Lesson (TPE 2, 3)	You thought about the learning experience of your students, as well as the assignment the completed to understand what they did learn and then your next steps.	

Reflecting (TPE 13)	A well written reflection: the three goals are wonderful, especially working to incorporate the forms of technology that your students use as a daily (minute by minute) basis; You are seeing an excellent model in collaboration – if you are hired at a school that doesn't do this, seek out colleagues and engage in this on your own time.	
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Candidate:

Comments: Your response to TPA 4 indicates a good understanding of how to plan, teach, assess, and then reflect on your teaching and your students' learning outcomes. Excellent goals for the future in your reflection – print them out and put on your refrigerator!

MAT Field Project Rubric

	Unacceptable	Improved	Acceptable	Meets Expectations	Score
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling;	
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free, reflects clear understanding and thorough proofreading	
Organization of Paper (Format)	Format inconsistent with department requirements and APA style	Format has some inconsistencies with department requirements; APA style inconsistent	Format mostly consistent with department requirements; APA style mostly consistent	Format consistent with department requirements and APA style	
Organization of Paper (Content)	Unfocused and unclear	Somewhat unfocused and/or unclear	Logical organization of ideas	Careful and relevant organization of ideas	
Chapter I - Introduction	Subsections missing and/or inconsistent in connecting content; content demonstrates no understanding of connection of problem to project	Connection across subsections is vague; the connection between the problem/need and project is not clear	Subsections are linked but lack depth; reader has clear picture of problem/need and how project addresses problem/need	All subsection are link; information flows and builds so reader has clear picture of the problem/need and how the project addresses the problem	
Chapter II - Review of the Literature	Review is unfocused and unclear; little or no link between articles reviewed and project	Review of research articles inconsistent; lacks connects across all research articles; key points missing	6-8 current research articles; clear and consistent review of articles connects research across studies as well as to project	8-10 current research articles; clear and consistent review of articles connects research across studies as well as to project	
Chapter III - Purpose	No connection	Lacks	Explanation of	Clear and	

of the Project	of project to research; author's expertise missing; limited or no connection to problem/need	connection of research to purpose of project; author's expertise missing; Vague connection to problem/need	purpose of project is clear but lacks link to the research and/or current problem/need; Author's expertise vague	consistent explanation of the purpose of the project, linked to the research, author's expertise, and a current problem/need.	
Chapter IV - Evaluation, Conclusions, Recommendations	Subsections unclear or missing; no reflection or analysis of application of project in field.	Response to subsections short, lack of depth; no demonstration of reflection or clear understanding of application of project	Clear response to each subsection; Conclusions and recommendations demonstrate understanding of ability to analyze application of project in current situations to answer problem/need	Clear and Consistent response to each subsection; Conclusions and recommendations demonstrate professional reflection and understanding of ability to think beyond project to future application(s)	
References	No references or incorrect references; references not in APA style	Few references or some incorrect references; references not in APA style	References indicate minimal research; references in APA style	Use of references indicate substantial research; references in APA styles	
FIELD PROJECT	Project consists of materials already available; no professional application.	Project repeats current materials available to the profession; minimal professional application beyond completion of project/degree	Creative response to problem; Demonstrates professional application for author beyond completion of project/degree	Contribution to profession; creative; Demonstrates profession applications for author beyond completion of project/degree	
Mechanics (Field Project)	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling;	
Grammar (Field Project)	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
Organization (Field	Unfocused and	Somewhat	Logical	Careful and	

Project)	unclear	unfocused and/or unclear	organization of ideas	relevant organization of ideas	
Final Draft/Publication	Final draft shows little evidence of editing and revision. Writer takes little pride in published work.	Final draft shows some evidence of editing and revision. Writer takes some pride in published work.	Final draft shows clear evidence of editing and revision. Writer takes pride in published work.	Final draft shows clear evidence of thoughtful editing and revision. Writer takes exceptional pride in published work.	

MAT Thesis Rubric

	Unacceptable	Improved	Acceptable	Meets Expectations	Score
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling;	
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free, reflects clear understanding and thorough proofreading	
Organization of Paper (Format)	Format inconsistent with department requirements and APA style	Format has some inconsistencies with department requirements; APA style inconsistent	Format mostly consistent with department requirements; APA style mostly consistent	Format consistent with department requirements and APA style	
Organization of Paper (Content)	Unfocused and unclear	Somewhat unfocused and/or unclear	Logical organization of ideas	Careful and relevant organization of ideas	
Chapter I - Introduction	Subsections missing and/or inconsistent in connecting content; content demonstrates no understanding of connection of problem to research	Connection across subsections is vague; the connection between the problem and research is not clear	Subsections are linked but lack depth; reader has clear picture of problem and how the research addresses problem	All subsection are link; information flows and builds so reader has clear picture of the problem and how the research addresses the problem	
Statement of Problem; Background/Need; Rationale	Limited statement of problem with little or no connects to background/need; rationale missing or demonstrates little connection to problem	Vague statement of problem; limited background/need with minimal link to rationale	Clear statement of problem linked background/need and rationale	Clear, concise statement of problem directly linked to background/need supported by well-defined, in-depth rationale.	

Research Question	Research questions are confusing and/or lack clarity; little or no link between research questions and problem	Research questions lack clarity; limited or unclear link to problem	Research questions clearly stated and demonstrate a link to the problem	Research question(s) clearly stated and directly linked to problem; Research contributes to the field	
Methodology	Methodology demonstrates little or no understand of research methods; little or no potential for collection of data related to research questions	Methodology lacks clarity; limited potential for collection of data related to research questions	Well defined and organized methodology; method will provide data that allows response to research questions	Clearly defined and organized methodology; method will provide data that allows significant response to research questions	
Chapter II - Review of the Literature	Review is unfocused and unclear; little or no link between articles reviewed and research project	Review of research articles inconsistent; lacks connects across all research articles; key points missing	6-8 current research articles; clear and consistent review of articles connects research across studies as well as to research project	8-10 current research articles; clear and consistent review of articles connects research across studies as well as to research project	
Chapter III - Results	No connection of project to research; author's expertise missing; limited or no connection to problem/need	Lacks connection of research to purpose of project; author's expertise missing; Vague connection to problem/need	Explanation of purpose of project is clear but lacks link to the research and/or current problem/need; Author's expertise vague	Clear and consistent explanation of the purpose of the project, linked to the research, author's expertise, and a current problem/need.	
Chapter IV - Discussion, Conclusions, Recommendations	Subsections unclear or missing; no reflection or analysis of application of project in field.	Response to subsections short, lack of depth; no demonstration of reflection or clear understanding of application of project	Clear response to each subsection; Conclusions and recommendations demonstrate understanding of ability to analyze application of project in current situations to answer problem/need	Clear and Consistent response to each subsection; Conclusions and recommendations demonstrate professional reflection and understanding of ability to think beyond project to future application(s)	

Appendix	Partial or inappropriate documents included; little or no organization of contents	Contains some but not all documents (Humans Subjects approval, data collection instruments, data analysis charts, etc.); lacks clarity of organization	Contains all documents: Humans Subjects approval, data collection instruments, data analysis charts, etc.	Well organized; clear presentation of all documents: Humans Subjects approval, data collection instruments, data analysis charts, etc.	
References	No references or incorrect references; references not in APA style	Few references or some incorrect references; references not in APA style	References indicate minimal research; references in APA style	Use of references indicate substantial research; references in APA styles	
Final Draft/Publication	Final draft shows little evidence of editing and revision. Writer takes little pride in published work.	Final draft shows some evidence of editing and revision. Writer takes some pride in published work.	Final draft shows clear evidence of editing and revision. Writer takes pride in published work.	Final draft shows clear evidence of thoughtful editing and revision. Writer takes exceptional pride in published work.	