### Teacher Education Program
1950 Third Street
La Verne, CA 91750
EDUC 478: Advanced Supervised Teaching

Semester: Fall ___ Spring ___ Summer ___ Winter ___ Year:______

This evaluation is a major part of the candidate’s assessment based on the California Standards for the Teaching Profession (CSTP), the Teaching Performance Expectations (TPE), and the University of La Verne’s Dispositions. It will also provide information for improving the University of La Verne teacher preparation program. Please complete and discuss this assessment with the candidate at the end of their assignment. Thank you for your valuable assistance.

Candidate__________________________________________ Date__________________________

School________________________________________________ District______________________

Subjects Taught ________________________________________ Grade(s) Taught____________________

Evaluator completing form________________________________________ Printed name________________________ Signature________________________

Check one:  ☐ School-site Supervisor  ☐ Other (specify) ________________________  ☐ ULV Supervisor

Directions: Based upon your professional judgment of the level of performance to be expected from a new beginning teacher, without any experience as the teacher-of-record, objectively rate the candidate on the following competencies using the prescribed rubric:

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<td>Rubric Score</td>
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#### CSTP 1: Engaging and Supporting All Students in Learning

1. The candidate engaged and supported all students using a variety of instructional strategies

2. TPE 4: Making Content Accessible
   - The candidate explained standards-based content clearly

3. TPE 5: Student Engagement
   - The candidate ensured active and equitable participation of all students

4. TPE 6: Developmentally Appropriate Practices
   - The candidate designed academic activities that were developmentally appropriate

5. TPE 7: Teaching English Learners.
   - The candidate incorporated appropriate English Language Development strategies in all lessons

Total __________
1. Not Present  
2. Emerging  
3. Competent  
4. Exceptional

Rubric Score

Disposition

Ethical Behavior

The candidate maintained high standards for following the guidelines of honesty, integrity, confidentiality, and fairness, personally and with students, faculty, staff, and parents as evidenced through the supervised teaching experience.

Pass: __ Fail: __

Socio-Cultural Competence

The candidate exhibited through his/her planning and teaching acceptance of diversity in various cultural perspectives, individual learning styles, and recognized others’ contributions and strengths.

Pass: __ Fail: __

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

1. The candidate planned and designed learning experiences that met the needs of all students __________

2. TPE 10: Instructional Time
   The candidate allocated appropriate instructional time to maximize student achievement __________

3. TPE 11: Social Environment
   The candidate developed and maintained clear expectations for academic and social behavior __________

Total __________

Disposition

Professionalism

The candidate demonstrated a strong commitment to teacher education and was able to model expert instruction in an interactive, academic context through his/her teaching and planning.

Pass: __ Fail: __

Respectfulness

The candidate communicated expectations, professional and personal opinions or philosophical perspectives and responded to requests, suggestions, and feedback in a reflective and appropriate manner through his/her teaching style and interaction with students and others.

Pass: __ Fail: __

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

1. The candidate understood and organized all subject matter for student success __________

2. TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
   The candidate demonstrated the ability to successfully teach the state-adopted academic content Standards __________

Total __________

Disposition

Intellectual Commitment

The candidate demonstrated a strong sense of inquiry both personally and as a model for students.

Pass: __ Fail: __

The candidate was able to apply theory to practice as evidenced in his/her planning and instruction.

Pass: __ Fail: __

The candidate demonstrated objectivity in teaching and interaction with students, faculty, staff, and parents, and was open to alternative viewpoints.

Pass: __ Fail: __

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

1. The candidate planned and designed instructional learning experiences for all students __________

2. TPE 8: Learning About Students
   The candidate based instruction on the learning needs of students __________

3. TPE 9: Instructional Planning
   The candidate planned content standards-based lessons __________

Total __________

Disposition

Responsibility

The candidate demonstrated initiative by planning thorough and complete lesson plans.

Pass: __ Fail: __

The candidate was dependable in assuming the duties and responsibilities as the teacher of record.

Pass: __ Fail: __

CSTP 5: Assessing Student Learning

1. The candidate planned for assessing student learning at appropriate stages in each lesson __________

2. TPE 2: Monitoring Student Learning During Instruction
   The candidate used progress monitoring at key points during instruction:
   checked for understanding during the lesson __________

3. TPE 3: Interpretation and Use of Assessments
   The candidate used a variety of formal and informal, formative, and summative assessments, to determine students’ progress and to plan instruction __________

Total __________

Rubric Score

Disposition

Empathy

The candidate modeled patience and compassion in working with students and others.  
Pass: __ Fail: __

The candidate demonstrated ability to understand the different perspective of students and others and was able to help them obtain educational goals.  
Pass: __ Fail: __

The candidate demonstrated a belief that all children can learn.  
Pass: __ Fail: __

CSTP 6: Developing as a Professional Educator

1. The candidate pursued activities that enhanced his/her growth as a professional educator  
   _________

2. The candidate engaged in collegial conversations about teaching and learning  
   _________

3. TPE 12: Professional, Legal, and Ethical Obligations
   The candidate took responsibility for student academic learning outcomes  
   _________

4. TPE 13: Professional Growth
   The candidate used reflection and feedback to formulate goals to increase teaching effectiveness  
   _________

Total  

Advocacy

The candidate demonstrated through planning and instruction that he/she was an advocate for students and the teaching profession.  
Pass: __ Fail: __

Professional Growth

The candidate sought out and demonstrated professional growth opportunities through course work and attendance at faculty meetings and department and district in-services during supervised teaching and maximized expertise through a variety of educational opportunities.  
Pass: __ Fail: __

Grade Rubric Total: Minimum Passing Score: 63/84  

A Grade: 84-74: B Grade: 73-63  

Non-Credit Grade: F: Less than 63  

Disposition Grade: P: F  

Overall Grade for ED 478:  

Please provide a brief description of your overall impression of the candidate’s potential as a professional educator on a separate sheet: Optional