

Mentor Teacher Education Specialist Mild/Moderate TPE Assessment

The Student Teaching Observation and Evaluation Report is based on the California Teaching Performance Expectations (TPE) organized into 13 major domains. Please use the provided evaluation form to assess the teacher candidate’s strengths, abilities, and areas for growth under each of the TPEs. Your evaluation is very important and will help determine if the candidate is ready to teach in a California school under the current regulations outlined by AB 1059, SB2042, and 5857.

Mentor teachers are required to conduct a minimum of 2 substantive evaluation reports of student teachers, including a formative report (at the mid-point of student teaching) and a summative report (at the end of student teaching). For the evaluations, please use the attached “Student Teaching Observation and Evaluation Report” form. Detailed “Comments on Evaluation” and “Recommendations” also are required, as they provide specific feedback to student teachers and evidence of support and guidance provided by supervisors to student teachers (as required by program accreditation standards).

ASSESSMENT KEY: Assessment of ES M/M TPEs is made of the candidate at the *novice* teacher level. To receive credit for an ES M/M TPE, the candidate must receive a Meets (3) rating. · **1-Does Not Meet** (the standard) – Requires significant more understanding, instruction, and/or experience · **2-Approaching** (meeting the standard) – Understands but requires additional coaching or clarification · **3-Meets** (the standard) – Meets the standard as stated in the ES M/M TPE at the level of a novice teacher · **4-Exceeds** (the standard) – Performs the standard as stated in the ES M/M TPE at an exceptional level, well beyond novice

Teacher Candidate:

Semester:

Fall

Spring

Type of Evaluation:

Formative

Summative

Observation Date:

Mentor Teacher:

Grade:

Subject/Preparation

School site:

District:



TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of legal assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivers comprehensive systematic instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements appropriate assessment and instructional accommodations for students as described in each student's IEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 2: Monitoring Student Learning During Instruction

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paces instruction and re-teaches content based on evidence gathered using assessment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:



Recommendations:



TPE 3: Interpretation and Use of Assessments

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 4: Making Content Accessible

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Participates in developing and implementing IEP instructional goals aligned with California	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 5: Student Engagement

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 6: Developmentally Appropriate Teaching Practices

	1 =v Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:



Recommendations:



TPE 7: Teaching English Learners

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
<p>Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:



Recommendations:



TPE 8: Learning About Students

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
<p>Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 9: Instructional Planning

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 10: Instructional Time

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 11: Social Environment

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 12: Professional, Legal and Ethical Obligations

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models ethical behavior and honors laws relating to professional misconduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



TPE 13: Professional Growth

	1 = Does Not Meet Standard	2 = Approaching Standard	3 = Meets Standard	4 = Exceeds Standard	No Observation
Sets professional goals for increasing subject matter knowledge and teaching effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Evaluation:

Recommendations:



Overall Rating:

- 1 = Does Not Meet Standard
- 2 = Approaching Standard
- 3 = Meets Standard
- 4 = Exceeds Standard

Additional Comments:

End of Block: Default Question Block
