

# Candidate Mid-Semester and Final Evaluations

Complete this form during the Mid Semester and Final triad meetings. This form is to be filled out at the triad meeting with all parties present.

## TEACHING CANDIDATE ASSESSMENT/GOAL SETTING

Date and Time\*

Clinical Coach Comments: Teacher Candidate Strengths\*

Clinical Coach Comments: Feedback for Growth\*

Mentor Teacher Comments: Teacher Candidate Strengths\*

Mentor Teacher Comments: Feedback for Growth\*

**Professional Competencies\***

<i>Competencies</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Teaching Candidate takes initiative. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates professionalism, including the responsible use of social media and other digital platforms and tools (TPE 6.6). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate accepts criticism and suggestions. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate is punctual and prepared. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate respects the attitudes and opinions of others. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates caring, support, acceptance, and fairness toward all students, families, and colleagues (TPE 6.2). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates effective classroom management strategies (TPE 2, 6.5). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate engages and supports all student in learning (TPE 1, 4). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching candidate demonstrates proficiency in subject matter, consistent with the California State Standards in the content area(s) of their credential(s) (TPE 3). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach: Please enter date you verified time log.\* \_\_\_\_\_

Section to be completed by Coach

**Positive Environment**

**Item 1: Caring Community**

2.1 Promote students' social-emotional growth, development, and individual responsibility using <b>positive interventions and supports, restorative justice, and conflict resolution practices</b> to foster a caring community where each student is treated fairly and respectfully by adults and peers				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

**Item 2: Inclusive Learning Environment**

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
2.3 Establish, maintain, and monitor <b>inclusive learning environments</b> that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

### Item 3: High Expectations

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

### Item 4: Positive Behavior Expectations

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

### Item 5: Reflection, Assessment, & Self-Assessment

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

### Item 6: Funds of Knowledge

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

## Instructional Design and implementation

### Item 7: Student Motivation, Engagement, and Active Learning

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
<b>Unobserved; Not yet evident</b> <input type="checkbox"/>	<b>Attempting: Aware, may not be effective</b> <input type="checkbox"/>	<b>Exploring: Attempting, minimally effective</b> <input type="checkbox"/>	<b>Emerging: Consistently attempting, limited effectiveness</b> <input type="checkbox"/>	<b>Developing: Consistently attempting, somewhat effective</b> <input type="checkbox"/>

**Item 8: Varied Strategies**

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

**Unobserved; Not yet evident**

**Attempting: Aware, may not be effective**

**Exploring: Attempting, minimally effective**

**Emerging: Consistently attempting, limited effectiveness**

**Developing: Consistently attempting, somewhat effective**

**Item 9: Research-Based Instruction for Emergent Bilinguals**

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

**Unobserved; Not yet evident**

**Attempting: Aware, may not be effective**

**Exploring: Attempting, minimally effective**

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**Rigorous and Appropriate Content****Item 10: Critical & Creative Thinking**

TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

**Unobserved; Not yet evident**

**Attempting: Aware, may not be effective**

**Exploring: Attempting, minimally effective**

**Emerging: Consistently attempting, limited effectiveness**

**Developing: Consistently attempting, somewhat effective**

**Item 11: Subject Matter Knowledge**

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

**Unobserved; Not yet evident**

**Attempting: Aware, may not be effective**

**Exploring: Attempting, minimally effective**

**Emerging: Consistently attempting, limited effectiveness**

**Developing: Consistently attempting, somewhat effective**

**Item 12: Content Accessibility**

TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

**Unobserved; Not yet evident**

**Attempting: Aware, may not be effective**

**Exploring: Attempting, minimally effective**

**Emerging: Consistently attempting, limited effectiveness**

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**Item 13: Interdisciplinary Integration**

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				
<b>Unobserved; Not yet evident</b>	<b>Attempting: Aware, may not be effective</b>	<b>Exploring: Attempting, minimally effective</b>	<b>Emerging: Consistently attempting, limited effectiveness</b>	<b>Developing: Consistently attempting, somewhat effective</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reflection in Action**

**Item 14: Monitoring Student Learning & Adjusting Instruction**

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				
<b>Unobserved; Not yet evident</b>	<b>Attempting: Aware, may not be effective</b>	<b>Exploring: Attempting, minimally effective</b>	<b>Emerging: Consistently attempting, limited effectiveness</b>	<b>Developing: Consistently attempting, somewhat effective</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Candidate Goals\***

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**SIGNATURE**

Date\* \_\_\_\_\_

**University Coach's Signature**

By entering my name in this field I acknowledge that I am providing my electronic signature\*

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Grade:

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