

Secondary Student Teaching Office
 Department of Secondary Education

Supervised Instruction Evaluation

Single Subject Credential

Fall _____ Spring _____ Year _____
 Traditional _____ ACT _____ FYI _____ Intern _____
 SED 555 _____ 555I _____ Midterm _____ Final _____

California State University, Northridge **SED 555, 555I - OLD FORM – FOR REFERENCE ONLY**

Teacher/Intern Candidate _____ CSUN ID # _____

School and District Assignment _____

Grades and Subject(s)/Type of Class (ESL, Sheltered English, Other) _____

This is a progress report based on _____ visits of an average of _____ minutes each.

The evaluation is based on the thirteen California Teaching Performance Expectations (TPEs) organized in six major domains. Phases of performance competency are explained on the reverse side.

	O	Str	Sat	M	U	N
A. Making Subject Matter Comprehensible to Students						
Knows Subject Matter (TPE 1)						
Demonstrates subject-specific pedagogical skills (TPE 1)						
Teaches state-adopted academic content standards (TPE 1)						
B. Assessing Student Learning						
Monitors student learning (TPE 2)						
Paces instruction appropriately (TPE 2)						
Re-teaches content when necessary (TPE 2)						
Uses multiple means of assessment (TPE 3)						
Communicates progress to students and family (TPE 3)						
Encourages student self-assessment (TPE 3)						
C. Engaging and Supporting Students in Learning						
Uses a variety of teaching techniques (TPE 4)						
Encourages application of knowledge (TPE 4)						
Integrates computer technology into instruction (TPE 4)						
Delivers clear, organized lessons (TPE 4)						
Communicates instructional objectives (TPE 5)						
Ensures participation of all students (TPE 5)						
Establishes challenging academic expectations (TPE 6)						
Fosters higher order thinking and problem-solving (TPE 6)						
Adapts instruction and materials for diverse needs (TPE 7)						
Teaches English learners effectively (TPE 7)						

	O	Str	Sat	M	U	N
D. Planning Instruction and Designing Learning Experiences for Students						
Learns about students to maximize learning opportunities (TPE 8)						
Prepares complete and sequential lesson plans (TPE 9)						
Prepares appropriate, standards-based objectives (TPE 9)						
Incorporates reading/literacy instruction in content classrooms (TPE 9)						
E. Creating and Maintaining Effective Environments for Student Learning						
Maximizes instructional time (TPE 10)						
Maintains effective classroom control (TPE 10)						
Uses facilities and equipment effectively (TPE 10)						
Manages classroom routine effectively (TPE 10)						
Is consistent in enforcing policies (TPE 10)						
Communicates effectively in oral/written English (TPE 11)						
Creates a positive climate for learning (TPE 11)						
F. Developing as a Professional Educator						
Maintains good rapport with faculty and staff (TPE 12)						
Maintains good rapport with students (TPE 12)						
Demonstrates cultural sensitivity (TPE 12)						
Meets commitments and deadlines (TPE 12)						
Meets professional, legal, and ethical obligations (TPE 12)						
Analyzes and evaluates own teaching (TPE 13)						
Contributes to workshops and seminars (TPE 13)						
Implements constructive suggestions (TPE 13)						
Completes professional teaching portfolio (TPE 13)						

If preferred, use an attached page or please address the following below.

General Student Characteristics (ethnicity, socio-economic factors, capabilities, classroom organization, special challenges):

General Summary of Candidate's Performance (characteristics, talent, special contributions):

I have discussed this progress report with my Master/Supervising Teacher.

Please PRINT Teacher/Intern Candidate _____

Please PRINT Master/Supervising Teacher _____

Signature _____ Date _____

Signature _____ Date _____