

Secondary Student Teaching Office
Department of Secondary Education

California State University, Northridge

Supervised Instruction Evaluation Single Subject Credential

SED 554, 593

Fall ___ Spring ___ Sum ___ Year _____
Traditional ___ ACT ___ FYI ___ JYI ___ Intern _____

Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type of Class (e.g., Sheltered English 10, Basic Math 7-8)

This is an evaluation based on _____ visits of an average of ___ minutes each.

School and Class Characteristics:

- Type of school (charter, comprehensive public)
- Socioeconomic/racial/ethnic/linguistic diversity of student body
- Class size
- Presence of a) English Learners, b) students with special needs, and c) students at risk of failure

Rating Scale

Exceeds Standard

Demonstrates a high level of performance beyond what is expected of *beginning student teachers*.

Meets Standard

Performs at the level expected of *beginning student teachers*. Is ready to make some independent decisions about planning and implementing lessons.

Below Standard

Does not perform at the level expected of *beginning student teachers*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554, candidates may have no more than 6 items rated “Below Standard” on the final evaluation and must “Meet” or “Exceed Standard” on Item #8.

No Opportunity to Observe

Positive Classroom Environment: The Candidate...

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing intolerance and harassment. (2.1, 2.2, 2.3)
2. Creates a culturally responsive learning environment that honors diversity and multiple perspectives. (2.2)
3. Maintains high expectations for all students, with appropriate support, encouraging them to consider connections between school and future career and higher education options. (2.5)
4. Establishes and maintains clear expectations for classroom behavior and communicates these to students and families. (2.6)
5. Establishes an orderly and productive classroom environment. (2.2, 2.3, 2.6)
6. Develops rapport and makes positive connections with students. (2.1, 2.2, 2.3)
7. Promotes students' development, individual responsibility, and social-emotional growth, using positive interventions and supports. (2.1)

Comments on the Candidate's ability to create a positive classroom environment. Also, please give evidence for any ratings of "Below Standard."

Planning and Instruction: The Candidate...

8. Knows subject matter, the California State Standards, and subject-appropriate curriculum frameworks. (3.1)
9. Plans and implements instruction consistent with current subject-specific pedagogy. (3.3)
10. Plans and implements instructional activities that interest and engage students. (1.1, 1.3, 1.7, 1.8)
11. Plans instruction to support all students' academic-language development. (3.5, 4.4, 5.7)
12. Uses research-based English Language Development approaches appropriately for individual students. (1.6, 5.7)
13. Provides students with opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (1.3, 1.5)
14. Makes effective use of instructional time. (4.4)
15. Uses developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including English Learners. (4.2, 4.4)
16. Uses a range of communication strategies, means of representation and expression, and activity modes. (3.4, 4.4, 4.7)
17. Uses digital tools and learning technologies to engage students in learning. (3.7, 3.8, 4.8)

Comments on the Candidate's ability to plan and instruct. Also, please give evidence for any ratings of "Below Standard."

Assessment: The Candidate...

18. Monitors student learning and appropriately adjusts instruction while teaching. (1.8)
19. Uses different types of formative and summative assessments appropriately. (5.1)
20. Involves students in revising their work based on assessment feedback. (5.3)
21. Uses available technology to support assessment administration. (5.4)
22. Uses assessment results in a timely manner to assist students and families in understanding student progress. (1.2, 5.5)
23. Uses assessment data, including from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics, to establish learning goals and to plan, differentiate, and/or modify instruction, and seeks the assistance of specialists when needed. (5.7, 5.8)

Comments on the Candidate’s ability to develop, analyze, and use assessments. Also, please give evidence for any ratings of “Below Standard.”

Professionalism: The Candidate...

24. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
25. Exhibits caring, support, acceptance, fairness, and integrity when working with all students, families, and colleagues. (6.2, 6.5)
26. Establishes professional learning goals and reflects on their teaching practice and level of subject matter and pedagogical knowledge. (6.1, 6.3)
27. Demonstrates professional responsibility, as per policies regarding the privacy, health, and safety of students and families and the ethical use of social media and other digital tools. (6.5, 6.6)
28. Demonstrates personal responsibilities, including attendance and punctuality, and meeting deadlines. (6.6)
29. Accepts and uses feedback from mentors and students to improve teaching. (6.3, 6.4)

Comments on the Candidate’s professionalism. Also, please give evidence for any ratings of “Below Standard.”

Meets Passing Standards?

Is the Candidate passing SED 554/593 at this time?

Note: Please review your ratings. If you have rated this Candidate “Below Standard” (1) on 7 or more items, or if you have rated the Candidate “Below Standard” (1) on Item #8, you must indicate that the Candidate is NOT passing SED 554/593.

___ The candidate is passing SED 554/593 at this time.

___ The candidate is NOT passing SED 554/593 at this time.

Candidate understands that this evaluation reflects performance up to the date indicated on this form. Subsequent changes in performance may result in a revised evaluation.