

San José State University Single  
Subject Credential Program  
**Phase I Student Teacher Evaluation Form**

Student Teacher: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_  
Subject Area: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Univ. Supervisor: \_\_\_\_\_

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. Please note that this is the same scale used for Phase II evaluations and the ratings 1- 4 are meant to track a candidate throughout Phase I and Phase II. Therefore during Phase I ratings of 2 or 3 are typical and ratings of 4 are indicators of exceptional practice in that domain.

In the space provided for each element, circle the number that represents your rating using the following scale. Please also use the comments section below each section to provide concrete evidence of your scoring decisions.

**Teaching Effectiveness Scale**  
(based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)

**4: Exemplary:** Extends understanding, and consistently and creatively supports high quality student learning  
**3: Proficient:** Applies knowledge and understanding to effectively support student learning  
**2: Developing:** Shows basic knowledge and understanding; attempts to support student learning but may be inconsistent  
**1: Unsatisfactory:** Shows limited knowledge and understanding and/or weak performance that does not support student learning  
**NA:** Not observed/no evidence to make determination

**Teaching Expectations for Pre Service Teachers**

**Making Subject Matter Comprehensible for Students (TPE 1)**

Effectiveness Scale    Score

	4	3	2	1	NA	
1. Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.	4	3	2	1	NA	
2. Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL. <b>(Full Differentiation)</b>	4	3	2	1	NA	
3. Uses relevant materials, resources, and technologies to make subject matter accessible to all students.	4	3	2	1	NA	

Comments:

<b>Teaching Effectiveness Scale</b>				
<b>4= exemplary</b>	<b>3=proficient</b>	<b>2=developing</b>	<b>1=unsatisfactory</b>	<b>NA=not observed/no evidence</b>

**Assessing Student Learning (TPE 2, 3)**

	Effectiveness Scale	Score
4. Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework. (2) <b>(Formative Assessment)</b>	4 3 2 1 NA	
5. Appropriately selects or creates and uses different types of diagnostic/assessment measures. 3	4 3 2 1 NA	
6. Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways. (3)	4 3 2 1 NA	
7. Uses information from formal and informal assessments to guide and adjust instruction. (2)	4 3 2 1 NA	
8. Communicates with students, families, and/or other audiences about student progress (3) <b>(e.g. Parent Call Log – Check with student to make a plan for how this will be evaluated)</b>	4 3 2 1 NA	

Comments:

**Engaging and Supporting All Students in Learning (TPE 4, 5, 6, 7)**

	Effectiveness Scale	Score
9. Effectively communicates instructional and learning goals to students. (5)	4 3 2 1 NA	
10. Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning. (6,7) <b>(Understanding your audience)</b>	4 3 2 1 NA	
11. Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity. (4,7)	4 3 2 1 NA	
12. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant. (5)	4 3 2 1 NA	
13. Facilitates learning experiences that promote self-directed, reflective learning for all students. 6,9	4 3 2 1 NA	
14. Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL. (6, 7)	4 3 2 1 NA	

Comments:

**Teaching Effectiveness Scale**

4= exemplary    3=proficient    2=developing    1=unsatisfactory    NA=not observed/no evidence

**Planning Instruction and designing learning experiences for all students (TPE 8,9)**

**Score**

	Effectiveness Scale	
15. Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs. (8,9)	4   3   2   1   NA	
16. Establishes goals for student learning that reflect content standards and student need. (9)	4   3   2   1   NA	
16.b. Develops and sequences instructional materials and activities to accommodate and support diverse learning needs, including but not limited to ELL. (8,9)	4   3   2   1   NA	
17. Creates instructional plans that allow adjustment for student needs. (9)	4   3   2   1   NA	
18. When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL. (7,8,9)	4   3   2   1   NA	
19. Demonstrates awareness of families and communities and the roles they play in supporting student learning. (8)	4   3   2   1   NA	

Comments:

**Creating and Maintaining Effective Learning Environments for Student Learning (TPE 10,11) Score**

	Effectiveness Scale	
20. Implements classroom procedures and routines that support a positive and productive learning environment for all students. (10,11)	4 3 2 1 NA	
21. Establishes a classroom climate that promotes equity, fairness, and respect. (11)	4 3 2 1 NA	
22. Establishes and maintains high standards for student behavior. (11)	4 3 2 1 NA	
23. Allocates instructional time effectively. (10)	4 3 2 1 NA	
24. Adjusts instructional time to maximize potential for student achievement. (10)	4 3 2 1 NA	

Comments:

<b>Teaching Effectiveness Scale</b>				
<b>4= exemplary</b>	<b>3=proficient</b>	<b>2=developing</b>	<b>1=unsatisfactory</b>	<b>NA=not observed/no evidence</b>

**Developing as a professional educator (TPE 12, 13)**

	Effectiveness Scale	Score
25. Reflects on and modifies teaching practice to better meet student needs. (13)	4 3 2 1 NA	
26. Demonstrates competence in oral and written communication. (SJSU)	4 3 2 1 NA	
27. Responds to and incorporates constructive criticism. (13)	4 3 2 1 NA	
28. 28. Works with colleagues to improve teaching and learning. (13)	4 3 2 1 NA	
29. Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues. (12)	4 3 2 1 NA	
30. Exhibits ethical and professional behavior in the workplace. (12)	4 3 2 1 NA	
31. Recognizes ways in which personal values and biases affect teaching and learning. (12)	4 3 2 1 NA	
32. In conversations with peers, other professionals, and parents, communicates the commitment to ensuring that all students can learn.	4 3 2 1 NA	
33. Shows interest in continuing professional development.	4 3 2 1 NA	

Comments:

## Overall Teaching Effectiveness

**In order to support the ongoing professional development of this candidate, please indicate which of the following descriptors best represents this candidate's current performance (check one):**

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

## Final Narrative

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate's teaching contexts, i.e., school demographics, resident teacher factors, etc., that might have influenced the candidate's performance.

### Classes and subject area/s taught and School Demographics

### Candidate's Strengths

**Areas for Growth**

**Recommendation:** Based on the candidate's performance this semester and your professional judgment:

This candidate is recommended to go on to Phase II Student Teaching

It is recommended that this candidate repeat Phase I Student Teaching

University Supervisor

Resident Teacher

School Administrator

Signature \_\_\_\_\_

Date \_\_\_\_\_

