## Directions
Utilizing the observations/evidence from the Student Teaching notes page, rate the candidate and make specific comments that support each of your TPE/SLO ratings. The candidate should not infer any comments in this form to be a holistic assessment of his/her teaching ability. The rating is to be specific to a lesson and observation. For a complete description of the TPEs/SLOs, please refer to the CMT Orientation Folder.

### Assessment Key
- **1**: Little and/or missing evidence
- **2**: Partial, weakly connected or reinforced
- **3**: Appropriate
- **4**: Appropriate, clear, detailed, purposefully connected & reinforced
- **N**: No opportunity to observe

### Domain A: Making Subject Matter Comprehensible to Students

<table>
<thead>
<tr>
<th>Evidence:</th>
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### Domain B: Assessing Student Learning

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<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</th>
<th>Rating:</th>
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<td>TPE 2: Monitoring Student Learning During Instruction</td>
<td>Rating:</td>
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<tr>
<td>TPE 3: Interpretation and Use of Assessment</td>
<td>Rating:</td>
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<tr>
<td>Domain C: Engaging and Supporting Students in Learning</td>
<td>Evidence:</td>
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<td>TPE 4: Making Content Accessible</td>
<td>Rating:</td>
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<td>TPE 5: Student Engagement</td>
<td>Rating:</td>
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<tr>
<td>TPE 6: Developmentally Appropriate Teaching Practices</td>
<td>Rating:</td>
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<td>TPE 7: Teaching English Learners</td>
<td>Rating:</td>
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<tr>
<th>Domain D: Planning Instruction and Designing Learning Experiences for All Students</th>
<th>Evidence:</th>
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<tr>
<td>TPE 8: Learning About Students</td>
<td>Rating:</td>
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<td>TPE 9: Instructional Planning</td>
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<th>Domain E: Creating and Maintaining Effective Environment</th>
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<td>TPE 10: Instructional Time</td>
<td>Rating:</td>
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<tr>
<td>TPE 11: Social Environment</td>
<td>Rating:</td>
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### Domain F:
Developing as a Professional Educator or Scholar Practitioner

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<th>Evidence:</th>
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| TPE 12: Legal and Ethical Obligations | Rating: |
| TPE 13: Professionalism | Rating: |
| SLO 14: Character Development | Rating: |
| Embracing Technology | Rating: |

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**Areas of Strength:**

**Areas of Refinement:**

**Next Steps/Action Plan:** (i.e. reading, observations, interviewing, re-write, meet with supervisor to discuss specific topic to strengthen the candidate’s continued teacher preparation)

**Signatures:** below indicate the candidate and Supervisor/CMT have met and discussed the Student Teaching Evaluation Packet.

Candidate: ___________________________  Date: ________________

Supervisor or CMT: ___________________________  Date: ________________
# WJU Quick Descriptors of TPEs & Student Learning Outcomes

## TPE 1 Specific Pedagogical Skills for Subject Matter Instruction  
**Domain A** Making Subject Matter Comprehensible to Students

- Identifies academic content or skills standard/s appropriate to course and grade level
- Writes learning outcome/s for students consistent with identified standards
- Plans instruction that addresses the standards
- Demonstrates the ability to teach to the standards
- Uses instructional strategies and materials appropriate to the content and learning outcome/s
- Uses a variety of strategies and provides multiple examples consistent with the standard/s, content and outcome/s

## TPE 2 Monitoring Student Learning  
**Domain B** Assessing Student Learning

- Progress monitors a key points in lesson
- Questions to check understanding
- Reviews student work in progress
- Checks for common misunderstandings
- Pacing reflects students’ needs

## TPE 3 Interpretation and Use of Assessments  
**Domain B** Assessing Student Learning

- Uses a variety of assessments
- Uses assessment results in planning
- Adapts assessments for student needs
- Provides feedback to students
- Maintains accurate assessment records

## TPE 4 Making Content Accessible  
**Domain C** Engaging & Supporting Students in Learning

- Uses logical, coherent sequence
- Presents content in multiple ways
- Provides time for practice and application
- Instruction accounts for student background and prior learning
- Differentiates instruction as needed based on student needs

## TPE 5 Student Engagement  
**Domain C** Engaging & Supporting Students in Learning

- Ensures active and equitable participation
- Re-engages off-task students
- Encourages student dialogue
- Makes instruction relevant
- Monitors student progress and extends student thinking
- Asks challenging questions

## TPE 6 Developmentally Appropriate Teaching Practices  
**Domain C** Engaging & Supporting Students in Learning

- Appropriate activities (Kinesthetic, social and instructional)
- Understands the characteristics of the learner
- Connects curriculum to community
- Promotes student responsibility
- Supports individuality

## TPE 7 Teaching English Learners  
**Domain C** Engaging & Supporting Students in Learning

- Understands student language background and acquisition level(s)
- Applies EL principles to instruction
- Promotes opportunities for reading, writing, listening & speaking English
- Plans differentiated instruction for EL
- Contextualizes key concepts

## TPE 8 Learning about Students  
**Domain D** Planning Instruction and Designing Learning Experiences for all Students

- Gains information about student backgrounds & academic levels
- Assess prior knowledge and skills
- Identifies students with special needs
- Aware that student needs & levels directly impact instruction and instructional planning

## TPE 9 Instructional Planning  
**Domain D** Planning Instruction and Designing Learning Experiences for all Students

- Write lesson plans based on state content standards
- Align student learning goals state content standards
- Adapt lessons plans to meet student needs & levels
- Connects content to student communities & backgrounds
- Instructional strategies, activities, materials & resources assist student acquisition of identified learning goals

## TPE 10 Instructional Time  
**Domain E** Creating & Maintaining Effective Environment

- Allocates time to meet all standards
- Establishes procedures for routines
- Manages transitions efficiently
- Adjusts planned time if necessary / Pacing

## TPE 11 Social Environment  
**Domain E** Creating & Maintaining Effective Environment

- Sets clear expectations for students / establishes positive environment for learning
- Maintains a positive environment for learning
- Treats students fairly and with respect

## TPE 12 Professional, Legal, & Ethical Obligations  
**Domain F** Developing as a Professional Educator or Scholar Practitioner

- Takes responsibility for learning outcomes
- Recognizes own values and biases
- Follows district, school, class policies
- Behaves legally, ethically and professionally

## TPE 13 Professional Growth  
**Domain F** Developing as a Professional Educator or Scholar Practitioner

- Solicits and incorporates feedback
- Reflects on own teaching practices
- Modifies teaching based on reflection
- Prioritizes goals for professional growth

## SLO 14 Character Development  
**WJU Developing as a Professional Educator or Scholar Practitioner**

- Candidate works collaboratively & diligently; accepts suggestions & differences in students; communicates effectively; is prompt & reliable; follows through.
- Candidate teaches/models love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control