### STEPT Form

#### Candidate Evaluation Packet

**Candidate:** __________________________  
**Date:** ____________________________  
**CMT:** ____________________________  
**WJU Supervisor:** ____________________________

**School:** ____________________________  
**Student Teaching:** 1 □  2 □

**Observation:** 1 □  2 □  3 □  __ □

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**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:**

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

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

**Evidence:**

<table>
<thead>
<tr>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</td>
</tr>
</tbody>
</table>

### Domain B: Assessing Student Learning

**Evidence:**

<table>
<thead>
<tr>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 2: Monitoring Student Learning During Instruction</td>
</tr>
<tr>
<td>TPE 3: Interpretation and Use of Assessment</td>
</tr>
</tbody>
</table>
## Domain C: Engaging and Supporting Students in Learning

<table>
<thead>
<tr>
<th>Evidence:</th>
</tr>
</thead>
</table>

| TPE 4: Making Content Accessible | Rating: |
| TPE 5: Student Engagement | Rating: |
| TPE 6: Developmentally Appropriate Teaching Practices | Rating: |
| TPE 7: Teaching English Learners | Rating: |

## Domain D: Planning Instruction and Designing Learning Experiences for All Students

<table>
<thead>
<tr>
<th>Evidence:</th>
</tr>
</thead>
</table>

<p>| TPE 8: Learning About Students | Rating: |
| TPE 9: Instructional Planning | Rating: |</p>
<table>
<thead>
<tr>
<th>Domain E: Creating and Maintaining Effective Environment</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 10: Instructional Time</td>
<td>Rating:</td>
</tr>
<tr>
<td>TPE 11: Social Environment</td>
<td>Rating:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain F: Developing as a Professional Educator or Scholar Practitioner</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 12: Legal and Ethical Obligations</td>
<td>Rating:</td>
</tr>
<tr>
<td>TPE 13: Professionalism</td>
<td>Rating:</td>
</tr>
<tr>
<td>SLO 14: Character Development</td>
<td>Rating:</td>
</tr>
<tr>
<td>Embracing Technology</td>
<td>Rating:</td>
</tr>
</tbody>
</table>
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 diversity 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
# Student Teaching Evaluation Packet

## Rubric

### Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Language</th>
<th>Criteria</th>
<th>Level of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Clear, consistent, convincing; appropriate, relevant, accurate, detailed</td>
<td>Documented the in the written lesson plan and specifically addressed in the lesson strategies &amp; student activities sections</td>
<td>Appropriate to the level of a beginning teacher</td>
</tr>
<tr>
<td></td>
<td>Evidence is purposefully connected and reinforced across the lesson</td>
<td>Observed in the lesson</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Clear, appropriate, relevant, accurate</td>
<td>Demonstrated in the lesson; appropriate implementation and timing</td>
<td>Appropriately developing toward the level of a beginning teacher</td>
</tr>
<tr>
<td></td>
<td>Evidence is connected across the lesson</td>
<td>Observed in the lesson</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Partial, minimal, limited, cursory, inconsistent, and/or ambiguous</td>
<td>Recognized need, attempted; emerging skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence is weakly connected across the response and may be inconsistent.</td>
<td>Observed in the lesson</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Inappropriate, irrelevant, inaccurate, or missing.</td>
<td>Partially or not prepared; misunderstanding of what is to be accomplished</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence is unconnected across the lesson</td>
<td>Observed in Lesson</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>No opportunity to Observe. Not all TPEs may be in each lesson</td>
<td>If TPE should have been in the lesson refer to Rating 1</td>
<td></td>
</tr>
</tbody>
</table>