William Jessup Teacher Performance Expectation Verification Form (SS - Mathematics)

Student Teacher: _____ School:_____ ST 1 or 2

CMT Name: _____ Supervisor: _____ Date: _____

Check each subcomponent when appropriate and relevant skills are observed.

During the course of the student teaching experience at William Jessup University, candidates will demonstrate mastery (Scores of 3,4 or 5) in the following TPE Standards. ***See attached Rubrics**

TPE 1: Engaging and Supporting All Students in Learning	Notes:
☐ 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socio-economic backgrounds, to engage them in learning.	
☐ 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	
☐ 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	
☐ 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	
☐ 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem-solving, responding to and framing meaningful questions, and reflection.	
☐ 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specifically Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	
☐ 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	
☐ 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	**Overall Score (1-5) _____**

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Notes:
☐ 2.1 Promote students' social and emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	
☐ 2.2 Create learning environments (traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	
☐ 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address the instances of intolerance and harassment among students, such as bullying, racism, and sexism.	
☐ 2.4 Know to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	
☐ 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	
☐ 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to- student interactions by communicating classroom routines, procedures, and norms to students and families.	**Overall Score (1-5) _____**

TPE 3: Understanding and Organizing Subject Matter for Student Learning	Notes:
☐ 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	
☐ 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	
☐ 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including the visual and performing arts as applicable to the discipline. (See Subject-Specific Pedagogical Skills for reference).	
☐ 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject-matter knowledge instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	
☐ 3.5 Adapt subject-matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote subject-matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	
☐ 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	
☐ 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and use of Creative Commons license, and maintaining internet security.	
☐ 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	**Overall Score (1-5) _____**

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Notes:
☐ 4.1 Locate and apply information about students' current academic status, content and standards related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purpose.	
☐ 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	
☐ 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	
☐ 4.4 Plan, design, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies	
☐ 4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plan (e.g.IEP, IFSP, ITP, and 504 plans).	
☐ 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	
☐ 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and students and among students that encourage student participation in learning.	
☐ 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and off students multiple means to demonstrate their learning.	**Overall Score (1-5) _____**

TPE 5: Assessing Student Learning	Notes:
☐ 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including the use of scoring rubrics.	
☐ 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	
☐ 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	
☐ 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	
☐ 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	
☐ 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	
☐ 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	
☐ 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	**Overall Score (1-5)____**

TPE 6: Developing as a Professional Educator	Notes:
☐ 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
☐ 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	
☐ 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	
☐ 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	
☐ 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including the responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety concerns of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	
☐ 6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	
☐ 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	**Overall Score (1-5)____**

*See Subject Specific Pedagogical Standards on next page

SS-Mathematics	Notes:
☐ SS-Ma-1: Beginning teachers use developmentally appropriate and diverse strategies to engage students in grades 7–12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.	
☐ SS-Ma-2. Beginning Single Subject Mathematics teachers demonstrate knowledge of and ability to teach mathematics content aligned with the California State Standards and applicable English Language Development Standards.	
☐ SS-Ma-3. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and the disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area.	
☐ SS-Ma-4. Beginning teachers understand the concept that English language and literacy development is a shared responsibility of all content area educators.	
☐ SS-Ma-5. Beginning teachers enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems.	
☐ SS-Ma-6. Beginning teachers help students understand different mathematical topics and make connections among them. Beginning teachers help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.	
☐ SS-Ma-7. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence.	
☐ SS-Ma-8. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	
☐ SS-Ma-9. Beginning teachers provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies.	
☐ SS-Ma-10. They demonstrate positive attitudes toward mathematics and encourage student curiosity, flexibility, and persistence in solving mathematical problems.	
☐ SS-Ma-11. Beginning teachers use developmentally appropriate and diverse strategies to engage students in grades 7–12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.	
☐ SS-Ma-12. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking, such as open-ended questions, investigations, and projects.	
☐ SS-Ma-13. Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning.	
☐ SS-Ma-14. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.	**Overall Score (1-5)____**

Areas of Strength:

Areas of Refinement:

CMT or Supervisor Signature: _____ Date _____

Student Teacher Signature:_____Date _____

Scoring Rubrics

Essential Question: How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment* that supports all students to access and meet the content-specific learning goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not set clear learning expectations during the opening of the lesson. **OR** Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction. **OR** Candidate's annotations do not explain why or how a positive and safe learning environment is established.	Candidate sets vague learning expectations during the opening of the lesson and minimally connects lesson to prior learning. Candidate's annotations minimally explain strategy(ies) attempted to establish a positive and safe learning environment. It is not clear that strategies will support students to access and meet content-specific learning goal(s).	Candidate sets learning expectations during the opening of the lesson, directly connects the lesson to prior learning of content, and explains how this lesson fits in the larger unit of instruction.	**All of Level 3, plus:** Candidate and students interact with each other through questioning and conversation that demonstrates positive and respectful rapport with each other and reinforces deep learning of content.	**All of Levels 3 & 4, plus:** Candidate effectively applies the UDL strategy(ies) and establishes an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.

TPEs and Elements: TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4

* For example: setting clear expectations, framing the lesson, creating a safe and welcoming environment, greeting students, establishing central question(s) and/or lesson hook, engaging students, establishing positive rapport

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Essential Question: How does the candidate actively engage students in deep learning of content and monitor/assess their understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
Instruction and assessment demonstrate lack of attention to the levels of student engagement with content and/or classroom management necessary for student learning. **OR** There are inaccuracies in presented content.	Instruction and assessment require students to engage in <u>lower-order thinking</u> about content, **AND/OR** strategies engage students in passive learning of content during the lesson (e.g., primarily the candidate talks throughout the lesson while students sit and listen or take notes).	Instruction and assessment require students to actively engage in higher-order thinking/deep learning (analysis, synthesis, evaluation, interpretation, transfer) about content. Candidate monitors student learning to check for understanding throughout the lesson.	**All of Level 3, plus:** Students have opportunities to actively develop their own understandings linked to lesson goal(s). Candidate monitors student learning throughout the lesson and adjusts instruction for whole class.	**All of Levels 3 & 4, plus:** Instruction and assessment promote inclusion for all students through providing opportunities to participate in classroom discourse and as members of the community. Students independently facilitate their own work either in a whole group, small group, pairs, or individually, choosing how to advance their learning.

TPEs and Elements: TPE 1, Elements 5, 8; TPE 2, Element 5; TPE 4, Element 4