Multiple Subject Summative Field Experience Evaluation

Please fill out this form completely.

Candidate _____________________________ Placement □ 1st □ 2nd Year _____ Grade _____
□ Student Teacher □ Intern

District _____________________________ School _________________________ Content Area ______________

Form completed by:
Master Teacher (student teachers) _____ University Supervisor (both student teachers and interns) _____
School or a district administrator (interns) _____

1 = little or no evidence  n/a = indicates that the candidate did not have an
2 = partial evidence opportunity to meet the TPE, or that the
3 = clear evidence University Supervisor did not have an
4 = clear, consistent and convincing evidence opportunity to observe the TPE

The candidate needs to meet TPE-FEC 7 in both field assignments. For all other TPE-FEC’s, between the two
placements and the combined four evaluations from the university supervisors and master teachers or intern
supervisors, the candidate needs to earn at least one 3 or 4 on each TPE. Please consult the Multiple Subject
Credential Program Handbook for complete descriptors of each Teaching Performance Expectation-Field Experience
Component.

Teaching Performance Expectations – Field Experience Components

_____ 1A (1) – Teaching Reading/Language Arts in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in English-
Language Arts (K – 8).

_____ 1A (2) – Teaching Mathematics in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K – 8).

_____ 1A (3) – Teaching Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in science (K – 8).

_____ 1A (4) – Teaching History-Social Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in history-social
science (K – 8).

_____ 2 – Monitoring Student Learning During Instruction
The candidate monitors student behavior at key points during instruction to determine whether students are
progressing adequately toward achieving state-adopted content standards.

_____ 3 – Interpretation and Use of Assessments
The candidate uses a variety of informal and formal, as well as formative and summative assessments, to
determine students’ progress and plan instruction.

_____ 4 – Making Content Accessible
The candidate selects instructional strategies and activities that proceed in a logical sequence, align with
students’ level of achievement, and make state academic content accessible to students.
5 – Student Engagement
The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

6 – Developmentally Appropriate Teaching Practices
The candidate implements teaching practices that are appropriate for students’ level of cognitive, emotional, and physical development.

7 – Teaching English Learners (ELs)
The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs. (2) English literacy abilities of ELs, and (3) ELs’ acquisition of grade-level academic content.

8 – Learning About Students
The candidate uses a variety of formal and informal methods to understand students’ mastery of academic language, content knowledge, academic skills; to understand students’ abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

9 – Instructional Planning
The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students’ current level of achievement.

10 – Instructional Time
The candidate allocates instructional time to maximize student achievement.

11 – Social Environment
The candidate develops and maintains clear expectations for students’ academic and social behavior and creates an equitable, positive, and productive climate for learning.

12 – Professional, Legal, and Ethical Obligations
The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13 – Professional Growth
The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

Comments

Master Teacher or Intern Supervisor   Signature and Date
University Supervisor   Signature and Date
Candidate   Signature and Date