

# CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

## Subject Specific Pedagogy Fieldwork Assessment **INDUSTRIAL & TECHNOLOGY**

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

**Directions:** The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

**Performance Criteria:** *Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory*

<b>California Teaching Performance Expectations (TPE) Part II: Industrial &amp; Technology Education</b>	<b>ST</b>	<b>MT</b>	<b>US</b>
<p><b>Industrial &amp; Technology Education Narrative</b></p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to teach the state-adopted content standards for students in technology education, traditional industrial arts, computer education, and applicable English Language Development Standards.
- Provide students with an understanding of the nature of technology and of its core technological concepts. Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Prepare students to understand and use the design process as a problem Hyphen solving model. Design and provide to students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis.
- Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teach students to write argumentative and expository text in the content area. Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Teach students how to work and behave in a safe manner, and they model safety in the laboratory.
- Prepare students to use all types of tools safely, correctly, and effectively. Prepare students to understand the connections and interactions between technology and all aspects of society so that students gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology.
- Provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning, as well as provide a foundation for making ITE related career choices.

\_\_\_\_\_ The candidate is qualified to continue in the program.

\_\_\_\_\_ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

\_\_\_\_\_ The candidate is **not** qualified to continue in the program (see attached explanation).

---

Student Teacher

---

Mentor Teacher

---

University Supervisor