



School of Education, Elementary Education Credential Program

EED Subject Specific Pedagogy Clinical Practice Assessment

Credential Candidate: _____

School/Grade: _____

University Supervisor: _____

Contact #: _____

Mentor Teacher: _____

Semester/Year: _____

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: Please refer to page 3 for associated TPEs and give special attention to the sub-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

California Teaching Performance Expectations: Part II Subject-Specific Pedagogy	ST	MT	US
General Expectations			
Teaching English Language Arts			
Teaching Mathematics			
Teaching History-Social Science			
Teaching Science			
Teaching Physical Education & Health			
Teaching Visual & Performing Arts			

For University Supervisor:

Check one of the following:

- 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).

For “**Brief Narrative**”: Describe what candidate has accomplished in placement in the subject area to date.

For “**Areas of Strength/Growth**”: Use Subject-Specific Pedagogy TPEs as areas of strength or growth (see page 3). Option to highlight areas of strength in **green** and growth in **yellow** on the “California Teaching Performance Expectations (TPE) Part II Subject-Specific Pedagogy” on page 3, rather than write areas of strength and growth.

Brief Narrative	Areas of Strength	Areas for Growth
General Expectations		
Teaching English Language Arts		
Teaching Mathematics		
Teaching History-Social Science		
Teaching Science		
Teaching Physical Education & Health		
Teaching Visual & Performing Arts		

California Teaching Performance Expectations (TPE) Part II Subject-Specific Pedagogy

The following expectations are general across all subjects:

Candidates will be able to:

- Study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills.
- Plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening and make language (vocabulary, conventions, and knowledge of language) comprehensible to students, and assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats, teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents, teach students to write opinion/persuasive and expository text in the content area.

1. Teaching English Language Arts:

Candidates will be able to:

- Be aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration.
- Create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts.
- Understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively.
- Know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts.
- Employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim.
- Select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.
- Provide opportunities for students to develop oral communication and interpersonal skills.
- Know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics:

Candidates will be able to:

- Facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition, facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts.
- Provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems, facilitate student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence.
- Positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.
- 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.

3. Teaching History-Social Science:

Candidates will be able to:

- Use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, improve their ability to make reasoned decisions based upon evidence, and enable students to learn and use basic analytic thinking skills in history and social science.
- Use timelines and maps to give students a sense of temporal and spatial scale.
- Teach students how social science concepts and themes provide insights into historical periods and cultures and help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

4. Teaching Science:

Candidates will be able to:

- Balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards.
- Make explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation and emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment.
- Teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations.

5. Physical Education and Health:

Candidates will be able to:

- Balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content and for health, balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health
- Have their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities.
- Support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.
- Provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

6. Teaching Visual and Performing Arts:

Candidates will be able to:

- Understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career.
- Facilitate the students' literacy development in the art form as well as in English and craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings and assess student learning in each art content area to promote student learning.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances and assure that students are provided access to works of art that are broadly representative of cultural diversity.