

# H. School of Education ♦ Clinical Practice Assessment ♦ Universal TPE Rubric

Directions: The Credential Candidate (CC), Mentor Teacher (MT), and University Supervisor (US) shall conduct a triad meeting to evaluate student teacher performance and complete the rating portion of this rubric. 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 teacher candidate. Circle or highlight corresponding criteria in each TPE category. More than one level can be highlighted if applicable.

Candidate Name	Supervisor Name	Mentor Teacher Name	School Site Placement	Placement Grade Level
School of Education Program: <span>Select -</span>		Date:	<input type="checkbox"/> Mid-term <input type="checkbox"/> Final	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
Level 1	Level 2	Level 3	Level 4	Level 5
<b>TPE 1: Engaging &amp; Supporting All Student in Learning (Focus 1.1, 1.2, 1.3, 1.6, 1.8)</b>				
Candidate does not demonstrate: <ul style="list-style-type: none"> <li>• competence using general knowledge of student engagement and support</li> <li>• a repertoire of strategies to engage/support students in active learning</li> <li>• a repertoire of instructional practices that support academic language development and acquisition</li> <li>• competence using to monitor student learning and adjust instruction to increase engagement</li> <li>• communication to students and families</li> </ul>	Candidate demonstrates <ul style="list-style-type: none"> <li>• emerging competence using general knowledge, appropriate application of knowledge of students to engage them in learning (<i>including IEP/ITP/504, when appropriate</i>)</li> <li>• a minimal repertoire of strategies to engage/support students in active learning</li> <li>• a minimal repertoire of instructional practices that support academic language development and acquisition</li> <li>• emerging competence using to monitor student learning and adjust instruction to increase engagement</li> <li>• general/minimal communication to students and families</li> <li>• a need for substantial scaffolding from mentors</li> </ul>	Candidate demonstrates: <ul style="list-style-type: none"> <li>• proficiency using somewhat specific, appropriate application of knowledge of students to engage them in learning (<i>including IEP/ITP/504, when appropriate</i>)</li> <li>• a growing repertoire of strategies to engage/support students in active learning</li> <li>• a growing repertoire of instructional practices that support academic language development and acquisition</li> <li>• strategies to monitor student learning and adjust instruction to increase engagement</li> <li>• proficiency using somewhat specific communication to students and families</li> </ul>	Candidate demonstrates: <ul style="list-style-type: none"> <li>• increased skillfulness using specific, appropriate application of knowledge of students to engage them in learning (<i>including IEP/ITP/504, when appropriate</i>)</li> <li>• an increased repertoire of strategies to engage/support students in active learning connect</li> <li>• an increased repertoire of instructional practices that support academic language development and acquisition</li> <li>• increased skillfulness using strategies to monitor student learning and adjust instruction to increase engagement</li> <li>• increased skillfulness in specific communication to students and families</li> </ul>	Candidate demonstrates <ul style="list-style-type: none"> <li>• exceptional skillfulness using specific, appropriate application of knowledge of students to engage them in learning (<i>including IEP/ITP/504, when appropriate</i>)</li> <li>• an exceptional repertoire of strategies to engage/support students in active learning</li> <li>• an exceptional repertoire of strategies and research-based instruction to support academic language development and language acquisition</li> <li>• exceptional skillfulness using strategies to monitor student learning and adjusting instruction to increase engagement</li> <li>• exceptional skillfulness in specific communication to students and families</li> </ul>

<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning (Focus 2.2, 2.3, 2.6)</b>				
<p>Candidate does not demonstrate</p> <ul style="list-style-type: none"> <li>competence with or application of general knowledge about creating and maintaining effective environments for student learning.</li> </ul>	<p>Candidate demonstrates emerging competence in:</p> <ul style="list-style-type: none"> <li>application of general knowledge about creating and maintaining effective environments for student learning</li> <li>follows mentor's lead in running daily classroom routines</li> </ul>	<p>Candidate demonstrates proficiency in:</p> <ul style="list-style-type: none"> <li>somewhat specific, appropriate application of creating and maintaining effective environments for student learning that are culturally responsive</li> <li>taking ownership of running the daily classroom routines to establish, maintain, and monitor inclusive learning environments</li> <li>communicating classroom routines, procedures, and norms to students and families</li> </ul>	<p>Candidate demonstrates increased skillfulness in:</p> <ul style="list-style-type: none"> <li>specific, appropriate application creating and maintaining effective environments for student learning</li> <li>increasing ownership of and growing independence for running daily classroom routines</li> </ul>	<p>Candidate demonstrates exceptional skillfulness in:</p> <ul style="list-style-type: none"> <li>specific, appropriately individualized application of creating</li> <li>maintaining effective environments for student learning</li> <li>taking full ownership of and substantial independence for running daily classroom routines.</li> </ul>
<b>TPE 3: Understanding &amp; Organizing Subject Matter: For Student Learning (Focus 3.1, 3.4, 3.5, 3.6)</b>				
<p>Candidate does not demonstrate competence with:</p> <ul style="list-style-type: none"> <li>application of subject-matter knowledge and pedagogy to make content accessible</li> <li>implementation of UDL principles</li> <li>strategies to integrate and adapt educational technology</li> </ul>	<p>Candidate demonstrates emerging competence in:</p> <ul style="list-style-type: none"> <li>application of subject-matter knowledge and pedagogy to make content accessible</li> <li>limited repertoire of strategies to understand and organize subject matter effectively</li> <li>strategies to integrate and adapt educational technology</li> <li>implementation of UDL principles</li> <li>adaptations and modifications to support the acquisition and use of academic language</li> <li>adapts materials and educational technologies to facilitate' equitable access to the curriculum</li> </ul>	<p>Candidate demonstrates:</p> <ul style="list-style-type: none"> <li>application of subject-matter knowledge and pedagogy to make content accessible</li> <li>strategies to understand and organize subject matter effectively, and collaborate with others.</li> <li>strategies to integrate and adapt educational technology</li> <li>implementation of UDL principles</li> <li>adaptations and modifications to support the acquisition and use of academic language</li> <li>adapts materials and educational technologies to facilitate' equitable access to the curriculum</li> </ul>	<p>Candidate demonstrates maturing skillfulness with:</p> <ul style="list-style-type: none"> <li>application of subject-matter knowledge and pedagogy to make content accessible</li> <li>strategies to understand and organize subject matter effectively, and collaborate with others.</li> <li>strategies to integrate and adapt educational technology</li> <li>implementation of UDL principles</li> <li>adaptations and modifications to support the acquisition and use of academic language</li> <li>adapts materials and educational technologies to facilitate' equitable access to the curriculum</li> </ul>	<p>Candidate demonstrates exceptional skillfulness with:</p> <ul style="list-style-type: none"> <li>application of subject-matter knowledge and pedagogy to make content accessible</li> <li>strategies to understand and organize subject matter effectively, and collaborate with others.</li> <li>strategies to integrate and adapt educational technology</li> <li>implementation of UDL principles</li> <li>adaptations and modifications to support the acquisition and use of academic language</li> <li>adapts materials and educational technologies to facilitate' equitable access to the curriculum</li> </ul>

<b>TPE 4: Planning Instruction &amp; Designing Learning Experiences for All Students (Focus 4.1, 4.2, 4.6, 4.8)</b>				
<p>Candidate does not demonstrate</p> <ul style="list-style-type: none"> <li>competence with application of general knowledge about planning instruction and designing learning experiences for <i>all students</i></li> <li>digital tools to create and provide content</li> </ul>	<p>Candidate demonstrates:</p> <ul style="list-style-type: none"> <li>emerging competence in the appropriate application of planning instruction and designing learning experiences for <i>all students</i></li> <li>emerging competence in using digital tools to create and provide content</li> </ul>	<p>Candidate demonstrates:</p> <ul style="list-style-type: none"> <li>appropriate application of planning instruction and designing learning experiences for <i>all students</i>, including accessing school and community resources</li> <li>using digital tools to create and provide content</li> </ul>	<p>Candidate demonstrates:</p> <ul style="list-style-type: none"> <li>increased skillfulness in appropriate application of planning instruction and designing learning experiences for <i>all students</i>, including accessing school and community resources</li> <li>increased use of digital tools to create and provide content</li> </ul>	<p>Candidate demonstrates:</p> <ul style="list-style-type: none"> <li>exceptional skillfulness in appropriate application of planning instruction and designing learning experiences for <i>all students</i>, including accessing school and community resources</li> <li>exceptional skillfulness using digital tools to create and provide content</li> </ul>
<b>TPE 5: Assessing Student Learning (Focus 5.3, 5.5, 5.6, 5.8)</b>				
<p>Candidate does not demonstrate competence with:</p> <ul style="list-style-type: none"> <li>involving all students in self-assessment and reflection on their learning goals and progress</li> <li>use of assessment information to assist students and families in understanding student progress</li> <li>working with specialists to interpret assessment results to distinguish between students whose are linguistically diverse and students with language related identified needs</li> <li>use of assessment data, to plan, differentiate, make accommodations and modify instruction</li> </ul>	<p>Candidate demonstrates emerging competence with:</p> <ul style="list-style-type: none"> <li>involving all students in self-assessment and reflection on their learning goals and opportunities to revise based on feedback</li> <li>use of assessment information to assist students and families in understanding student progress</li> <li>working with specialists to interpret assessment results to distinguish between students whose are linguistically diverse and students with language related identified needs</li> <li>use of assessment data, including information from students' IEP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</li> </ul>	<p>Candidate demonstrates proficiency with:</p> <ul style="list-style-type: none"> <li>involving all students in self-assessment and reflection on their learning goals and opportunities to revise based on feedback</li> <li>use of assessment information to assist students and families in understanding student progress</li> <li>working with specialists to interpret assessment results to distinguish between students whose are linguistically diverse and students with language related identified needs</li> <li>use of assessment data, including information from students' IEP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</li> </ul>	<p>Candidate demonstrates increased skillfulness with:</p> <ul style="list-style-type: none"> <li>involving all students in self-assessment and reflection on their learning goals and opportunities to revise based on feedback</li> <li>use of assessment information to assist students and families in understanding student progress</li> <li>working with specialists to interpret assessment results to distinguish between students whose are linguistically diverse and students with language related identified needs</li> <li>use of assessment data, including information from students' IEP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</li> </ul>	<p>Candidate demonstrates exceptional skillfulness with:</p> <ul style="list-style-type: none"> <li>involving all students in self-assessment and reflection on their learning goals and opportunities to revise based on feedback</li> <li>use of assessment information to assist students and families in understanding student progress</li> <li>working with specialists to interpret assessment results to distinguish between students whose are linguistically diverse and students with language related identified needs</li> <li>use of assessment data, including information from students' IEP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</li> </ul>
<b>TPE 6: Developing as a professional educator (Focus 6.1, 6.3, 6.4, 6.5, 6.6)</b>				
<p>Candidate does not demonstrate:</p> <ul style="list-style-type: none"> <li>an ability to reflect on their teaching practice</li> <li>openness to establishing professional learning goals</li> </ul>	<p>Candidate demonstrates emerging competency in:</p> <ul style="list-style-type: none"> <li>reflecting on their teaching practice</li> <li>establishing professional learning by engaging and</li> </ul>	<p>Candidate demonstrates proficiency in:</p> <ul style="list-style-type: none"> <li>reflecting on their teaching practice</li> <li>openness to establishing professional learning by</li> </ul>	<p>Candidate demonstrates increased skillfulness in:</p> <ul style="list-style-type: none"> <li>reflecting on their teaching practice</li> <li>initiative to establish professional learning by</li> </ul>	<p>Candidate demonstrates exceptional reflection in and enactment of:</p> <ul style="list-style-type: none"> <li>reflecting on their teaching practice</li> </ul>

<ul style="list-style-type: none"> <li>ability to enact teacher responsibilities such as mandated reporting and laws concerning professional conduct</li> </ul>	<p>communicating with colleagues</p> <ul style="list-style-type: none"> <li>communication with peers, colleagues, families, and members of the school community when appropriate</li> <li>professional responsibility for all aspects of student learning and classroom management</li> <li>professional roles and responsibilities as mandated reporters including compliance with laws concerning professional conduct, moral fitness, and responsible use of social media and other digital platforms and tools.</li> </ul>	<p>engaging and communicating with colleagues</p> <ul style="list-style-type: none"> <li>effective communication with peers, colleagues, families, and members of the school community when appropriate</li> <li>growing appreciation for the professional responsibility for all aspects of student learning and classroom management.</li> <li>enactment of professional roles and responsibilities as mandated reporters including compliance with laws concerning professional conduct, moral fitness, and responsible use of social media and other digital platforms and tools</li> </ul>	<p>engaging and communicating with colleagues</p> <ul style="list-style-type: none"> <li>effective communication with peers, colleagues, families, and members of the school community when appropriate</li> <li>professional responsibility for all aspects of student learning and classroom management.</li> <li>professional roles and responsibilities as mandated reporters including compliance with laws concerning professional conduct, moral fitness, and responsible use of social media and other digital platforms and tools</li> </ul>	<ul style="list-style-type: none"> <li>initiative to establish professional learning by engaging and communicating with colleagues</li> <li>effective communication with peers, colleagues, families, and members of the school community when appropriate</li> <li>professional responsibility for all aspects of student learning and classroom management demonstrated.</li> <li>professional roles and responsibilities as mandated reporters including compliance with laws concerning professional conduct, moral fitness, and responsible use of social media and other digital platforms and tools</li> </ul>
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**TPE 7: Effective Literacy Instruction for All Students (Focus 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.9)**

<p>Candidate does not demonstrate competency with literacy instruction or utilize:</p> <ul style="list-style-type: none"> <li>asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices</li> <li>explicit systems of support (UDL, MTSS, CA Dyslexia Guidelines)</li> <li>evidence-based methods along the five themes of literacy instruction<sup>1</sup> where appropriate</li> </ul>	<p>Candidate demonstrates emerging competency with literacy instruction using:</p> <ul style="list-style-type: none"> <li>some asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices</li> <li>minimal explicit systems of support (UDL, MTSS, CA Dyslexia Guidelines)</li> <li>some evidence-based methods along five themes of literacy instruction where appropriate</li> </ul>	<p>Candidate demonstrates proficiency in effective literacy instruction using:</p> <ul style="list-style-type: none"> <li>asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices</li> <li>explicit systems of support (UDL, MTSS, CA Dyslexia Guidelines)</li> <li>evidence-based methods along the five themes of literacy instruction where appropriate</li> </ul>	<p>Candidate demonstrates increased skillfulness in effective literacy instruction using:</p> <ul style="list-style-type: none"> <li>asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices</li> <li>explicit systems of support (UDL, MTSS, CA Dyslexia Guidelines)</li> <li>evidence-based methods along the five themes of literacy instruction where appropriate</li> </ul>	<p>Candidate demonstrates exceptional skillfulness in effective literacy instruction using:</p> <ul style="list-style-type: none"> <li>asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices</li> <li>explicit systems of support (UDL, MTSS, CA Dyslexia Guidelines)</li> <li>evidence-based methods along the five themes of literacy instruction where appropriate</li> </ul>
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<sup>1</sup> The five themes of literacy instruction as defined by TPE 7 are: foundational skills; meaning making; language development; effective expression; content knowledge.