

Culminating Teaching Experience

Connecting the TPE's with ROE's Aspects on Teaching

| | | | | | | | |
|--------------------------------|-------------------------|----------------------------------|--------------------------|--------------------|---|--|------------|
| GS | LAS | CE | PFI | MA | PS | AESL | R |
| Establishing Goals & Standards | Learning about Students | Designing Classrooms Environment | Planning for Instruction | Making Adaptations | Using Subject Specific Pedagogical Skills | Analyzing Evidence of Student Learning & Effectiveness of Lesson | Reflection |

Score Level Holistic Language: The response provides evidence that _____ demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is _____. Evidence is _____ across the response.

Planning for Instruction and Designing Learning Experiences for Students TPE 8, 9

The candidate learns about her or his students and uses this information to plan instructional assessment, as evidenced by:

Establishing _____ goals for student learning, based on state-adopted frameworks and academic content standards for student

Obtaining _____ information the class as a whole and about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests

Planning _____ instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and academic content standards for students

Selecting or adapting _____ instructional strategies, grouping strategies, and instructional materials to assist student to achieve learning goals and meet all students' needs

Creating and Maintaining Effective Environments for Student Learning TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately as evidenced by:

Allocating instructional time _____

Establishing _____ procedures for routine tasks and managing transitions to maximize instructional time

Developing and maintaining _____ expectations for academic and social behavior

Creating and maintaining a _____ climate for learning

Engaging and Supporting Students in Learning TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

Using _____ and _____ instructional strategies and activities according to purpose and lesson content

Drawing upon _____ information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language

Making _____ plans for students who have special needs or abilities

Knowing and applying _____ instructional practices for English Language Development

Ensuring the active and equitable participation of _____ students

Making Subject Matter Comprehensible to Students TPE 1

The candidate knows the state-adopted frameworks and content standards for students, as evidenced by:

Demonstrating a _____ understanding of subject specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

Assessing Student Learning TPE 3

The candidate uses assessment to obtain information about student learning and to plan further instruction as evidenced by:

Using progress-monitoring _____ at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students

Using classroom assessments _____ and analyzing student work accurately

Developing as a Professional Educator TPE 13

The candidate reflects on connecting learning about students to instructional planning, as evidenced by:

Providing _____ reflection on the results of the instruction and adaptations made in order to improve teaching effectiveness

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Aspects of Teaching on

| ROE | TPEs | TASK STEPS |
|------|---------------|--------------|
| GS | 8, 9 | 2 |
| LAS | 8, 9 | 1 |
| CE | 10, 11 | 2, 4 – video |
| PFI | 6, 7, 8, 9 | 2, 4 – video |
| MA | 6, 7, 8, 9 | 2, 4 – video |
| PS | 1, 4, 5, 6, 7 | 2, 4 – video |
| ASEA | 2, 3 | 5, 6 |
| R | 13 | 6 |

Interpretive Modifiers

Modifiers that characterize the evidence (not the candidate)

Stronger Aspects

Clear _____
 Consistent _____
 Convincing _____
 Appropriate _____
 Relevant _____
 Accurate _____
 Detailed _____
 Purposefully connected _____
 Reinforced across _____
 Connected across _____

Weaker Aspects

_____ Minimal
 _____ Limited
 _____ Cursory
 _____ Inconsistent
 _____ Ambiguous
 _____ Weakly Connected
 _____ Inappropriate
 _____ Irrelevant
 _____ Inaccurate
 _____ Missing