

California State University, Long Beach  
Multiple Subject Credential Program - Student Teaching

**SB 2042 MSCP FORMATIVE EVALUATION (MID-POINT)**

Student Teacher: \_\_\_\_\_ Term: \_\_\_\_\_ Year: \_\_\_\_\_ Assignment: 1 \_\_\_\_\_ 2 \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Master Teacher: \_\_\_\_\_ Univ. Supervisor: \_\_\_\_\_

Evaluators should assess the candidates as student teachers; they should not be compared with experienced members of the teaching profession. The student teacher is evaluated by placing an “X” on each of the following continua to denote developmental growth in the six areas of the California Standards for the Teaching Profession and the 13 “Teaching Performance Expectations” (TPEs) according to the following rubric:

**N/O = Not Observed** = Has not demonstrated this indicator sufficiently for assessment by the evaluator  
(should not be construed as a negative comment on the student’s performance)

**N/C = Not Consistent** = Fails to achieve entry-level competence – **Indicates a serious need for remediation and will lead to a grade of No Credit if not improved significantly by the final evaluation**

**D** = Developing Beginning Practice

**P** = Proficient Beginning Practice

**E** = Exceptional Beginning Practice

Evidence comes in at least 3 forms: observations, conferences and documents.

**CSTP 1 Engaging and Supporting All Students in Learning**

	N/O	Not Consistent	D	P	E	TPEs
1 Connects students’ prior knowledge, life experience, and interests with learning goals						4,5,6 & 7
2 Uses a variety of instructional strategies and resources, including paraprofessionals for diverse language learners (SDAIE, DAP)						4,5 6 & 7
3 Facilitates learning experiences that promote autonomy, interaction, choice and points of view						4, 5 & 6
4 Teaches subject matter, skills, problem solving, and critical thinking through meaningful learning activities						4, 6 & 7
5 Promotes self-directed, reflective learning						4,5 & 6

**CSTP 2 Creating and Maintaining an Effective Environment for Students**

	N/O	Not Consistent	D	P	E	TPEs
1 Uses the physical environment, staff, faculty, parents and others to support instruction,						10
2 Establishes a climate of fairness and respect						11
3 Uses classroom management procedures and routines that support learning, discipline plan if necessary						10, 11
4 Establishes and maintains standards for appropriate behavior for all students						11
5 Promotes social development and personal responsibility in independent and group learning						11
6 Uses instructional time effectively; manages transitions						10

**CSTP 3 Understanding and Organizing Subject Matter Knowledge for Student Learning**

	N/O	Not Consistent	D	P	E	TPE
1 Demonstrates knowledge of subject matter, content standards and specialized strategies						1
2 Organizes curriculum to support understanding of subject matter						1
3 Integrates ideas and information within and across subject matter areas						1
4 Develops understanding of subject matter through appropriate instructional strategies to make content concrete						1
5 Uses materials, resources, and technologies to make subject matter accessible and makes connections to life/careers						1

### CSTP 4 Planning Instruction and Designing Learning Experiences for All Students

	N/O	Not Consistent	D	P	E	TPEs
1 Draws on and values students' backgrounds, families, interests, and developmental learning needs including language acquisition levels						8, 9
2 Establishes and articulates appropriate learning objectives						8, & 9
3 Develops, sequences, and modifies instructional activities and materials for maximal learning						8 & 9
4 Designs long and short-term plans to support learning						9
5 Plans for appropriate SDAIE strategies utilizing support personnel						9
6 Creates challenging expectations and emphasizes higher order thinking						9

### CSTP 5 Assessing Student Learning

	N/O	Not Consistent	D	P	E	TPEs
1 Establishes appropriate learning goals for all students						2
2 Uses multiple sources of information (including informal) to assess development and learning; reteaches if necessary						2, 3
3 Involves and guides students in assessing their own learning						3
4 Uses assessment of student progress to guide instruction						2
5 Communicates with students, families, and other audiences about student progress; maintains accurate records						3
6 Familiarizes students with standardized tests						3

### CSTP 6 Developing as a Professional Educator

	N/O	Not Consistent	D	P	E	TPEs
1 Demonstrates competence in oral and written communication						13
2 Improves teaching and learning through reflection						12, 13
3 Honors legal/ professional obligations and follows regulations						12
4 Models and encourages ethical behavior						12
5 Pursues opportunities to contribute and grow professionally						12
6 Demonstrates strong self-esteem, flexibility, and positive response to constructive feedback; interacts professionally with colleagues						13
7 Exhibits dependability, initiative, enthusiasm, professionalism and moral fitness						12

Not Consistent		Consistent with developmental practices

Demonstrates Overall Effective Teaching

**Comments and Recommendations:**

This Formative Evaluation is to be completed at mid-point of the student teaching assignment. A three-way conference with the student teacher, master teacher, and university supervisor is expected to be held to discuss the evaluation.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Date

Master Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_