

Quarterly Assessment - BILA

The University Mentor will complete this form during Week 8 and return to the teacher candidate as a final assessment on the candidate's teaching performance. The teacher candidate will then upload this document to Canvas at the end of the term.

	TPE 1: Engaging and Supporting All students in Learning	TPE 2: Creating and Maintaining Effective Learning Environments	TPE 3: Understanding and Organizing Subject	TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator	Bilingual Methodology	Culture of Emphasis
Candidate Rating								

4-Point Scale	0 No Competency demonstrated	1 Minimal Competency demonstrated	2 Basic Competency demonstrated	3 Proficient Competency demonstrated	4 Exceptional Competency demonstrated
TPE 1: Engaging and Supporting All students in Learning	No variety in instructional strategies, activities, materials, design; teacher communication is unclear; student participation is not equitable; students are not challenged; no awareness of students' developmental levels, needs and next steps; no differentiation in instructional delivery	Minimal differentiation in instructional strategies and activities demonstrated but not always connected to student needs; few varieties of materials for learning incorporated; students challenge selves/not teacher initiated or supported; teacher aware of grade level developmental needs but not needs beyond that identified standard	Variety in strategies, activities and materials is present; content is presented in multiple ways; students use at least two sources to comprehend information; day and lesson is structured to support multiple intelligences opportunities for learning; learning structure for special populations and ELL is provided	Differentiated instruction is evident and is responsive to assessed developmental capacities for students; students give initial evidence of capacity to comprehend in a variety of methods; active and equitable participation by students is evident; students are challenged to take the appropriate next step in content matter.	Differentiated instruction clearly and consistently provides balanced, comprehensive learning experience for each child; opportunities for students to apply, practice, and advance what they learn; strategies for student use of a variety of learning styles is evident; all students are actively and equitable engaged in learning in an environment which encourages the sharing and examination of varied points of view; students demonstrate strategies to cope with new material; students are appropriately intellectually challenged.

<p style="text-align: center;">TPE 2: Creating and Maintaining Effective Learning Environments</p>	<p>Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families</p>	<p>Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student's academic needs.</p>	<p>Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self-assess; beginning evidence of effective communication with students and families regarding student academic capacity.</p>	<p>Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student's learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families.</p>	<p>Continuously assesses and monitors student learning of identified content standards and adjust instruction, pace, planning to meet learning needs; demonstrated implementation of variety of assessment tools, accurate interpretation of assessment to advance learning of all students, inclusive of special needs and ELL students; communication with families and students in response to assessment.</p>
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<p style="text-align: center;">TPE 3: Understanding and Organizing Subject</p>	<p>No capacity to teach California State Standards in the content area(s) of the candidate's credential in a systematic, comprehensive manner demonstrated; planning is neither strategic nor responsive to students; does not understand subject matter skills; environment does not support learning.</p>	<p>On occasion California State Standards in the content area(s) of the candidate's credential is addressed in lessons; teaching is sporadically planned but lacks responsiveness to students; shows minimal understanding of subject matter; minimally addresses multiple intelligences; classroom environment on occasion supports learning</p>	<p>California State Standards in the content area(s) of the candidate's credential is addressed in lessons but instruction does not always achieve standard learning by students; planning is responsive to student learning; usually addresses multiple intelligences among students; various instructional materials demonstrate understanding of subject matter.</p>	<p>California State Standards in the content area(s) of the candidate's credential is consistently addressed in lessons and instruction supports student learning of standards; knowledge of subject matter is clear and consistent; various instructional methods support varied student needs; instruction is comprehensive and strategic to support student learning; planning responds to student learning.</p>	<p>California State Standards in the content area(s) of the candidate's credential is consistently embedded in lessons and students consistently learn and assess own learning of standards; comprehensive knowledge of subject matter is evident; lessons continuously and consistently respond to accurately assessed student learning; environment advances student learning for each student.</p>
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<p style="text-align: center;">TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p>	<p>Demonstrates no understanding of child or adolescent development; no evidence of interpersonal interaction to learn about each child; unaware of students needing specialized instruction; planning does not address content standards; goals not evident in planning; planning is single dimensional and lacks evidence of sequencing.</p>	<p>Understanding of child or adolescent development is not expanded to understanding their students' learning needs; unaware of the impact multiple student factors play on student learning; planning addresses standards but is not comprehensive, connected or sequential; no evidence of teacher reflection in instructional planning; planning lacks differentiation.</p>	<p>Uses an understanding of students' prior learning and developmental stages to plan lesson; evidence of some interpersonal interaction with students to advance learning; aware of students needing specialized instruction; comprehensive planning addresses stated standards; lessons are sequenced and connected.</p>	<p>Uses an understanding of child and adolescent development to assess student needs and plan for student learning; involves parents in student learning; plans and activities include appropriate instructional adaptations for student specialized needs; student learning goals are identified and differentiated instruction supports; appropriate use of support personnel to advance student learning.</p>	<p>Uses understanding of patterns of child and adolescent development to understand students; knows their students' learning needs through interpersonal interactions; encourages parents to become involved in student learning; incorporates needs of students needing specialized instruction into lesson; clear long-term and short-term goals; teaching methods help all students meet or exceed grade level expectations; content is clear, meaningful; and connected to students' culture, background, experiences, differentiated instruction accommodates varied student needs; support personnel advance instructional goals.</p>
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<p style="text-align: center;">TPE 5: Assessing Student Learning</p>	<p>Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families</p>	<p>Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student's academic needs.</p>	<p>Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self-assess; beginning evidence of effective communication with students and families regarding student academic capacity.</p>	<p>Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student's learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families.</p>	<p>Continuously assesses and monitors student learning of identified content standards and adjust instruction, pace, planning to meet learning needs; demonstrated implementation of variety of assessment tools, accurate interpretation of assessment to advance learning of all students, inclusive of special needs and ELL students; communication with families and students in response to assessment.</p>
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<p style="text-align: center;">TPE 6: Developing as a Professional Educator</p>	<p>Blames poor student learning outcomes on others; evidence of intolerance and racism; no knowledge of relevant California and federal educational laws; no awareness of child abuse; classroom environment is hostile ignores obligation to protect the privacy of students, families, and colleagues; fails to model ethical behavior; fails to self-evaluate teaching in light of student learning; fails to improve teaching and set professional goals through reflection and feedback</p>	<p>Is unclear where responsibility lies for poor student learning outcomes; aware of own biases without connecting to student learning; limited awareness of educational law; can identify suspected cases of child abuse; has difficulty maintaining a safe class environment; understands privacy obligations but does not apply uniformly; is aware of ethical considerations but fails to model ethical behavior consistently; is aware of but cannot evaluate own teaching practices and subject matter knowledge; receives feedback about their practice without improvement; fails to reflect on teaching practices.</p>	<p>Takes responsibility for student learning outcomes but unaware of changes which will lead to improved outcomes; aware of own biases and how these effect student learning; resists racism and acts of intolerance; understands California and federal educational law; can identify suspected cases of child abuse and carries out laws and district guidelines for reporting such cases; maintains a non-hostile classroom environment; honors all professional obligations to appropriately protect privacy; models ethical behaviors and moral fitness; accurately evaluates own teaching effectiveness.</p>	<p>Takes responsibility for student learning outcomes, improves their teaching practices through feedback, reflection and goal implementation; resists all forms of racism and intolerance; understands relevant California and federal educational law and its implications for their classroom and students; carries out laws and district guidelines regarding suspected cases of child abuse; in accordance with ethical considerations and models ethical behaviors for students; accurately evaluates own teaching practices, improves their practices through feedback and consistent cycles of planning, teaching, reflecting, discerning problems and applying new strategies.</p>	<p>Takes responsibility for student learning outcomes; resists racism and intolerance; aware of their own personal biases and implements laws for all special needs and ELL students; appropriately carries out guidelines regarding suspected cases of child abuse; maintains a non-hostile classroom environment and responds to inappropriate or violent student behavior in accordance within guidelines; honors obligations to protect privacy; models ethical behaviors for students and maintains strong moral fitness; evaluates own teaching practices and subject matter knowledge, improves these practices through feedback and cycle of planning, teaching, reflecting, discerning problems and applying new strategies; seeks and includes relevant opportunities for development; formulates and prioritizes goals to</p>
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CULTURE OF EMPHASIS	Fails to measure knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.	Rarely and sporadically measures knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.	Uses assessment at key points during lesson to measure traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.	Evidence of assessment to inform knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.	Continuously assesses and develops knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.
BILINGUAL METHODOLOGY	Fails to measure the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.	Rarely and sporadically measures the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.	Uses assessment at key points during lesson to measure the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.	Evidence of continuous assessment to inform interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.	Continuously assesses and monitors student learning of interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.