

ExCEL PRINCIPAL HANDBOOK



2019 – 2020 Academic Year

Overview

The purpose of this handbook is to detail responsibilities of the in the professional support and development of the ExCEL Teacher.

Support of the ExCEL Teacher is a coordinated effort among the Program Director, Partnering Principal, University Field Supervisor, and Mentor Teacher. Each of these individuals has specific responsibilities that contribute to the holistic growth of the ExCEL Teacher.

The **Program Director:**

1. Serves as the primary liaison for the supervised teaching experience for the University.
2. Visits and observes the ExCEL teacher at least twice per month for at least one instructional period.
3. Confers with the ExCEL teacher about her/his performance immediately following the lesson or, at latest, within one school day of the observation.
4. Arranges for meetings with the Mentor Teacher and/or Principal during site visits to review responsibilities, the ExCEL Teacher's progress, and improvement of the supervision process
5. Oversees support seminar courses (EDUC 231E) and assigns quarter grades for these courses.
6. Remains in regular communication with the ExCEL Teacher and Mentor Teacher.
7. Provides special assistance such as the development of improvement plans for the ExCEL Teacher when needed.

The **Partnering Principal:**

1. Submits the "ExCEL Teacher Request Form" by February 1st.
2. Reviews applications of ExCEL candidates and interviews those selected from that pool.
3. Hires a newly accepted member of ExCEL and meets with her/him early during their first summer in the program.
4. Provides support, regularly observes, and annually evaluates the ExCEL Teacher's performance aligned with the university and California Teacher Performance Expectations
5. Serves as "clinical supervisor" with an evaluative role
6. Completes a Mid-Semester and Final Semester Feedback Form (to be provided by ExCEL)

The **University Field Supervisor:**

1. Serves as the secondary liaison for the supervised teaching experience for the University.
2. Visits and observes the ExCEL teacher at least once per month for at least one instructional period.
3. Confers with the ExCEL teacher about her/his performance immediately following the lesson or, at latest, within one school day of the observation.
4. Remains in regular communication with the ExCEL Teacher, Director, and Principal throughout the year.

The **Mentor Teacher:**

1. Helps the ExCEL Teacher in the acculturation to the new school community.
2. Checks in with the ExCEL Teacher (in person at the school site, via phone, email, Skype, etc.) at least once per week to give advice toward reaching instructional goals, as well as to answer questions, offer advice, and support her/his professional and general wellbeing.
3. Completes Mentor Log following each weekly check-in.
4. Acts solely in a supportive, non-evaluative role.
5. Builds a trusting relationship with the ExCEL teacher.
6. Completes Mentor Log by May 31 and electronically submits it to the Program Director.

A modest stipend (\$500) will be paid to the Mentor Teacher at the close of each school year if all forms are submitted to the ExCEL Director.

In fulfilling their responsibilities, Partnering Principals contribute greatly to the development of the ExCEL Teacher. The following pages provide information and outline resources to Partnering Principals.

Important Events* 2019- 2020 Academic Year

ExCEL Commissioning Mass (July 26, Santa Clara Univ. campus)

- Benediction for ExCEL Teachers prior to their first day of teaching
- Celebration honoring the work of the ExCEL Teachers and their Principals and Mentor Teachers

ExCEL Principal and Mentor Teacher Meeting at Santa Clara (September 9/17 & January 13/21 – Santa Clara Univ. campus)

- Expectations for Principals and Mentor Teachers will be introduced and explained or reviewed and re-explained
- Brief workshop on coaching will be provided
- Opportunity for collaboration and community-building among participants

Electronic Submission of Principal Feedback Forms (Mid-Year by January 1 & Final by May 31)

- Principal will submit mid-year and final feedback forms to the ExCEL Director.

ExCEL Winter Retreat (February 7-9, 2019)

- ExCEL Teachers will be released from teaching duties On Friday, Feb. 7 to prepare for the retreat, which will begin that afternoon
- ExCEL Teachers will engage in weekend of spiritual and communal support, development, and rejuvenation.

Official Request for New ExCEL Teacher (February 1)

- Diocesan Principals seeking a new ExCEL Teacher for the 2020-2021 school year must electronically submit a request form by the date indicated above.
- Candidate matching and selection (by the ExCEL Director and Principal) will begin in the first full week of March.

*The ExCEL Director will send email reminders to Partnering Principals about each of these events.

Contact Information

All Mail: ExCEL, Attn: John Beltramo
Santa Clara University
School of Education and Counseling Psychology
500 El Camino Real
Santa Clara, CA 95053-0215

Office Location: 245 Guadalupe Hall
Phone: 408-551-3525

The Program Director serves as the primary liaison for all ExCEL-related matters, teaches support seminars (or EDUC 231E Practicum) courses, and generally oversees supervision and mentoring of ExCEL teachers.

John Beltramo
Office: 408-551-3525
Cell: 424-789-3375
jbeltramo@scu.edu

The University Field Supervisor aids the Program Director in coaching the ExCEL teacher in specific aspects of teaching (i.e. lesson planning, guided reading, etc.) and serves as a resource and plays a supportive role for the teacher.

Kathy Almazol (Diocese of San Jose)
kalmazol@me.com

Nancy Doyle (Diocese of San Jose)
nfdoyle@mac.com

Connie Rains (Diocese of Monterey)
crains@shschool.com

Patty Tennant (Diocese of San Jose)
pattytennant@gmail.com

The ExCEL Program: Overview of Three Pillars

The goal of the Excellence in Catholic Education and Leadership Program is to develop highly qualified Catholic School educators for the future. Our primary focus is to support passionate teachers who are committed to Catholic education. Our ExCEL Teachers bring diverse backgrounds and experiences to enrich the classrooms in which they are assigned. The ExCEL Program is a two-year program that encompasses the three pillars of all University Consortium for Catholic Education (UCCE) Programs - ***Service through Teaching, Community Living, and Spirituality.***

Service through Teaching

To prepare the ExCEL Teachers for their fall teaching assignments, the ExCEL teachers take an intensive course of studies during their first summer, exploring the principles of teaching, classroom management, instructional planning and assessment, and teaching students with disabilities. Additionally, ExCEL Teachers engage in a supervised “practicum,” where, under the mentorship of an experience teacher and the Program Director, they provide instruction to students at a summer school during morning hours in the month of July.

ExCEL Teachers continue their education during the regular academic year, taking at least 2 courses each quarter through Santa Clara’s School of Education and Counseling Psychology. At the end of their two years in the program, ExCEL teachers complete a Master of Arts in Teaching, as well as all courses required for a California state teaching credential.

ExCEL Teachers receive their full beginning teacher’s salary, as well as benefits. While in the program, Teachers in San Jose pay a quarterly program fee, while ExCEL Teachers in Monterey pay their own rent.

Community Living

The ExCEL Program provides a Christian community living experience. This is accomplished through a focus on the principles of Ignatian spirituality and Jesuit values. Community living gives the ExCEL Teachers an opportunity to work toward professional and personal growth in partnership with their peers. ExCEL Teachers commit to attending four community events each month, in addition to connecting with one another in more organic and frequent occasions at home.

Spirituality

Drawing on the Jesuit tradition of balancing lives of contemplation and action, ExCEL Teachers are expected to proactively attend to their spiritual lives through formal and informal prayer and reflection. Each community is required to set aside an evening of prayer twice each month, attend on Spiritual Dialogue each month, and also come together as a whole program for Mass once a month. Members also participate in Jesuit spiritual exercises as part of their coursework at SCU and attend two spiritual retreats each year. An important goal is to provide ExCEL participants the tools to become reflective professional educators and people of faith. We want all ExCEL teachers to become lifetime advocates and leaders for Catholic education.

ExCEL University-based Requirements

Throughout the program, Santa Clara course instructors will ask ExCEL Teachers to submit classroom management plans, unit and lesson plans, reflective journals and other assignments. Some assignments may require ExCEL Teachers to video record a classroom lesson; prior to the completion of such an assignment, ExCEL Teachers will obtain written permission from their Partnering Principals (or designee). All university-based assignments are designed to support their professional growth and should never interfere with the expectations at the school site.

Image Release

From time to time, you may be asked to allow photographs to be taken in the ExCEL Teacher's classroom. The purpose of the photographs will be for marketing and recruitment purposes only. Santa Clara University requires a university written release for any photographs that will be used in promotional materials. The ExCEL Director and Teacher will always obtain parent permission prior to taking any photographs of students in the classroom.

Responsibilities of Partnering Principals

The Partnering Principal supports both the Mentor Teacher and the ExCEL Teacher. The school administrator provides support for the ExCEL Teacher just as he/she would provide support to any new teacher. The administrator provides appropriate policies, handbooks, curriculum guides and a general orientation to the school and community. As the evaluator, the administrator conducts normal observations and meetings with the ExCEL Teacher.

The Partnering Principal:

1. Serves as the school-site contact person for the Program Director and University Field Supervisor.
2. Assists the ExCEL teacher in acclimating to the school and community.
3. Formally observes and conferences with the ExCEL Teacher on progress at least twice each year.
4. Conducts a formal, end-of-year evaluation of the ExCEL Teacher using the Santa Clara University instructional assessment tool. (See Appendix A)
5. Monitors and supports the ExCEL Teacher in both professional and personal issues affecting school performance.

6. Completes the Mid-Year and Final Evaluation that will be used to help establish professional goals and evaluate the ExCEL teacher.
7. Attends ExCEL meetings at Santa Clara University or the partnering school as scheduled by the Program Director.
8. Submits request form for new ExCEL Teachers (if desired) and participates in the selection process of potential candidates.
9. Hires a newly accepted member of ExCEL and meets with her/him early during their first summer in the program.
10. Communicates with the University Field Supervisor as needed.

The ExCEL Teacher is expected to:

1. Abide by the calendar and policies of the diocese and school.
2. Be held accountable for progress towards improved practice according to diocesan policy and ExCEL expectations.
3. Consult with the Program Director, Partnering Principal, Mentor Teacher, University Field Supervisor and other colleagues for ideas to improve practice and support in meeting expectations.
4. Focus exclusively on work and growth as a classroom instructor in their first year as a teacher. In their second year as a teacher, the ExCEL Teacher is expected to take on the same (or equivalent) afterschool responsibilities as other teachers in the school.

Helpful Tips

1. Select a mentor who teaches the same developmental level, and if possible the same discipline. When possible, allow for common planning time.
2. Connect with the ExCEL Teacher regarding hobbies and interests for possible participation in the school community in their second year as a teacher (e.g., for choir, sports, Eucharistic Minister, theater, etc.). First-year ExCEL Teachers are discouraged from undertaking any duties outside their normal teaching responsibilities so that they can channel all of their professional efforts toward their work and growth as classroom instructors.
3. Contact the University Field Supervisor to discuss ExCEL teacher's progress as needed.

Mentor Teacher Responsibilities

The first years of teaching present great challenges and growth. Mentoring is an essential component for all ExCEL Teachers. The ExCEL teacher benefits tremendously from a successful mentoring relationship. Mentor Teachers fulfill an important role in the formation of new teachers as trusted supporters who help ExCEL Teachers in their development as professional educators. Mentors must be carefully selected as teachers who exemplify the attributes of a competent, caring professional. In order to allow them to function as open, honest and constructive guides and resources during these first years of teaching, Mentors cannot serve in an official evaluative role and thus should not be administrators. Whenever possible, Mentor Teachers are located at the same site as the ExCEL teacher. It is important that the ExCEL teacher and the Mentor have a harmonious relationship – it has to work for both individuals.

Mentor Teachers:

- 1. Acculturate the ExCEL teacher to the school procedures and environment**
 - Provide the ExCEL teacher with information that reinforces diocesan and school-wide policies and procedures
 - Articulate the expectations of the school site, diocese and community
 - Share the special traditions and events that occur at the school, as well as the history and heritage of the members in the local school community
- 2. Act as a trusted supporter**

- Develop a strong rapport with the ExCEL Teacher to create an environment of open dialogue that is supportive but also gently challenges improvement
- Provide joint problem solving with the ExCEL teacher
- 3. Meet or check-in consistently with ExCEL Teacher**
 - Recognize accomplishments and/or efforts in ExCEL Teacher performance.
 - Listen to ExCEL Teacher concerns/ worries as professionals
 - Answer questions about teaching, school life, or the profession in general
 - Suggest topics of discussion to pinpoint areas of improvement and identify growth
 - Maintain a Mentor Log of meeting dates, times, topics of discussion and observations
 - Meet weekly with the ExCEL teacher during the first year
- 4. Meet periodically with University staff**
 - Meet as needed with the ExCEL Director and/or University-based supervisor to review progress and make recommendations
- 5. Attend ExCEL introduction and mid-year meetings at Santa Clara University**
 - Review expectations of Mentor Teachers
 - Participate in workshops on coaching
 - Build connections with other Mentor Teachers in the Diocese
- 6. Receive a stipend in June (based on university rate for Mentor Teachers)**
 - Complete and submit Meeting Logs and Goals Sheet

Mentor Teacher Meeting Log

Beginning teachers often cannot foresee the many challenges in classroom management, lesson planning and student achievement and therefore are unprepared to address these challenges. Mentors are extremely important in easing the anxieties and support the ExCEL Teacher as they learn and grow professionally. Some of these issues are predictable and can be addressed prior to their occurrence.

Weekly check-ins with the ExCEL Teacher help build a positive relationship and establish a supportive bond between the ExCEL Teacher and Mentor Teacher. These interactions are important in becoming a professional. During the first year, Mentor Teachers should meet with their ExCEL Teacher weekly for at least 5-10 minutes. These meetings can focus on the Matters for Discussion (listed below) or on other issues that the ExCEL Teacher has identified. Please log all meeting dates and topics of discussion on the Mentor Teacher Log Form.

Possible Matters for Discussion in Mentoring Meetings – By Month

August

- School Tour
 - Supplies
 - Storage
 - School gates & locks
- Review School Calendar
- Review Emergency Procedures
- Review students with allergies in the school
- Review after school and before school yard duty
- Review after school dismissal from classroom (aftercare, carline, other)
- Review recess procedures
 - Assigned play areas
 - Rules for recess to review with his or her own class
 - Rules for when assigned to yard duty
 - Lunch procedures – hot lunch, home lunch

- Rainy Day
- Ensure Teacher knows how to email for support with technology (servicedesk@dsj.org, for San Jose)
- Discuss where to park once school begins
- Discuss what goes on the Prayer Table in the classroom
- Discuss Back to School Night
- Discuss the role of Room Parents (aka Room Moms)
- Discuss First Days of School
- Discuss First School Mass
- Discuss Expectations for PD, Staff meetings
- General Q & A

September

- Review standards, curriculum map, Planbook and assessment guidelines, including report card for Trimester 1
- Assist or give feedback on Emergency Sub Plans and store in school office
- Review protocol for Emergency Absence
- Review features of online parent communication tool (e.g., ParentSquare, SchoolSpeak, Schoology, etc.)
- Plan how to celebrate Student Birthdays in the classroom within school policy
- Review field trips for the school year and process for approval
- Review expectations for morning assembly (if whole school assembles in morning)
- Review policy for free dress days for students
- General Q & A

October

- Plan for Parent-Teacher Conferences
 - Discuss student samples, STAR tests, handouts
- Discuss Halloween and communication to parents, outline of the day
- Feedback on any routines or procedures that need to be updated or revised
- Check-in on:
 - Receiving enough support
 - Work/life balance
 - Favorite part of the job so far or What is bringing him or her the most joy at school?
- General Q & A

November

- Plan for end of Trimester 1
- Discuss Report Card Process, comments, grades/standards and entering in PowerSchool or other online grading portal
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

December

- Plan for classroom procedure review with students after the long break for January

- Review plans for T2 with standards, curriculum and assessment guidelines
- Discuss Catholic Schools Week expectations
 - Review what outside of classroom should look like
 - Review how students should respond when visitors come by classroom
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

January

- Discuss Open House expectations
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

February

- Discuss classroom procedure review with students after the long break
- Discuss Valentine's Day
- Review Student Shadow guidelines
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

March

- Discuss end of T2 and report card process
- Plan and Prepare for any upcoming spring school events (musical, pep rally, etc.)
- Problem solve any concerns
- General Q & A

April

- Discuss Holy Week, Passion Play
- Discuss Summer Work assignments (if any)
- Plan and Prepare for any upcoming school events
- Problem solve any concerns
- General Q & A

May

- Discuss end of T3 and report card process
- Discuss Mother's Day celebrations at school (Kinder only class specific one)
- Discuss end of year events (e.g., eighth grade graduation)
- Discuss end of year tasks (e.g., filling out CUM files)
- Problem solve any concerns
- General Q & A

June

- Reflect on professional goals for next year
- Reflect on feedback for the Monthly Mentor Checklist and share with Admin

- Celebrate the completed year of mentoring

Appendix A: Cover Letter to Teaching Evaluation Form

Dear Principals and/or Assistant Principals,

Thank you for your leadership in and assistance with evaluating the teaching performance of our ExCEL teachers. These evaluations serve two essential purposes: First, they provide invaluable feedback and benchmarking for our teachers regarding their pedagogical development. Second, they represent a requirement for each ExCEL teacher's application for a California state teaching credential.

According to these state requirements, ExCEL teachers must be evaluated once (at minimum) at the end of every academic year (i.e., by the end of May).

Given the breadth of Teacher Performance Expectations mandated by the state and assessed on these evaluations, it is recommended (though not required) that principals or assistant principals formally evaluate their ExCEL teachers at multiple points during the school year, focusing on 1-2 TPEs (and their underlying elements) during each evaluation point. In this way, evaluators and their ExCEL teachers could focus on development in more targeted pedagogical areas each time and thus make the evaluation process not only more manageable but also potentially more beneficial for ongoing teacher development.

Please fill this form out electronically (or scan a paper copy) and email it to me (address below). Feel free to contact me with any questions that might arise for you regarding these ExCEL teacher evaluations.

Thank you again for your partnership in this matter!

John Beltramo, Ph.D.
Director of ExCEL, Santa Clara University
jbeltramo@scu.edu
(424) 789-3375

Teaching Evaluation Form – ExCEL Teachers

Candidate: _____

Grade Level/ Subject Area: _____

School: _____

Date of Evaluation: _____

Evaluator: _____

Position of Evaluator: _____

Place an X in the appropriate rating for your ExCEL teacher’s performance of each competency (4=Exceptional; 3=Proficient; 2=Basic; 1=Unacceptable; NO= Not Observed). To successfully complete requirements for the credential, a candidate must earn a score of 3 or above on every element by the end of Spring Quarter. **Please assess performance on these measures as they could be demonstrated by a beginning teacher.** For example, a proficient mark on an element indicates that the candidate performs that TPE proficiently for a *beginning* teacher.

TPE 1: Engaging and Supporting All Students in Learning	4	3	2	1	NO	Notes
Element 1. Apply knowledge of students , including their prior experiences, interests and social-emotional learning needs, as well as their funds of knowledge and cultural, language and socioeconomic backgrounds, to engage them in learning.						
Element 2. Maintain ongoing communication with students and families , including the use of technology to communicate with and support students and families, and to communicate achievements expectations and student progress.						
Element 3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.						
Element 4. Use a variety of developmentally appropriate and ability-appropriate instructional strategies , resources, and assistive technology, including principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.						
Element 5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.						
Element 6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, and students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.						
Element 7. Provide students with opportunities to access the curriculum by incorporating the visual and						

performing arts, as appropriate to the content and the context of learning.						
Element 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.						

TPE 2: Creating and Maintaining Effective Environments for Student Learning	4	3	2	1	NO	Notes
Element 1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.						
Element 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning , encourage positive interactions among students, reflect diversity and multiple perspectives and are culturally responsive.						
Element 3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotional healthy and safe to enable all students to learn and recognize and appropriately address instance of intolerance and harassment among students such as bullying, racism, and sexism.						
Element 4. Know how to access resources to support students , including those who have experienced trauma, homelessness, foster care, incarceration, and /or are medically fragile.						
Element 5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.						
Element 6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.						

TPE 3: Understanding and Organizing Subject Matter for Student Learning	4	3	2	1	NO	Notes
Element 1. Demonstrate knowledge of subject matter , including the adopted California State Standards and curriculum frameworks.						
Element 2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter , and make accommodations and/or modifications as needed to promote student access to the curriculum.						
Element 3. Plan, design, implement, and monitor instruction consistent with the current subject-specific pedagogy in the content area(s) of instruction , and design and implement disciplinary and cross disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.						
Element 4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.						
Element 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.						

Element 6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.						
Element 7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use or Creative Commons license, and maintaining internet security.						
Element 8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized technology standards.						

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	4	3	2	1	NO	Notes
Element 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.						
Element 2. Understand and apply knowledge of the range of characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.						
Element 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.						
Element 4. Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom, opportunities for students to support each other in learning, and use of community resources and services as applicable						
Element 5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (i.e., IEP, IFSP, ITP, and 504 plans).						
Element 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.						
Element 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.						
Element 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.						

TPE 5: Assessing Student Learning	4	3	2	1	NO	Notes
Element 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to						

design and administer classroom assessments, including the use of scoring rubrics.						
Element 2. Collect and analyze data from multiple measures and sources to plan and modify instruction and document students' learning over time.						
Element 3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.						
Element 4. Use technology as appropriate to support assessment administration conduct data analysis, and communicate learning outcomes to students and families.						
Element 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.						
Element 6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.						
Element 7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language , as applicable, and use this information in planning instruction.						
Element 8. Use assessment data, including information from students' IEP, SSTP/IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.						

TPE 6: Developing as a Professional Educator	4	3	2	1	NO	Notes
Element 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.						
Element 2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.						
Element 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.						
Element 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues , families, and members of the larger school community to support teacher and student learning.						
Element 5. Demonstrate professional responsibility for all aspects of student learning and classroom management , including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.						
Element 6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities , professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.						
Element 7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.						

Summative Comments

Commendations:

Recommendations:

Candidate Signature: _____

Evaluator Signature: _____