

School of Education TPE Rubric

This is a formative assessment rubric and, as such, is intended to indicate the development of a teaching candidate along a continuum from beginning to experienced. The level is an indicator of where the teacher candidate falls in the development of becoming a professional educator, a life-long learner, and a practitioner engaging in continuous improvement.

Level 1	Level 2	Level 3	Level 4	Level 5
TPE 1: Engaging & Supporting All Student in Learning				
<p>The candidate does not use general knowledge of student engagement and support.</p> <p>The candidate does not demonstrate competence using superficial or general knowledge to engage and support students in language acquisition and development.</p>	<p>With substantial scaffolding from mentors, the candidate demonstrates partial success with using a limited repertoire of strategies to engage and support students in learning.</p> <p>With substantial scaffolding from mentors, the candidate demonstrates partial success using a limited repertoire of strategies to support academic language development and ELD across the curriculum for the class as a whole.</p>	<p>With some or little scaffolding from mentors, the candidate demonstrates a growing repertoire of strategies to engage and support students in learning.</p> <p>With some or little scaffolding from mentors, the candidate demonstrates, somewhat successfully, a growing repertoire of strategies to support academic language development and ELD across the curriculum for flexible groups of students with similar needs, and the class as a whole.</p>	<p>With little or no scaffolding from mentors, the candidate effectively uses a robust repertoire of specific strategies to engage and support students in learning.</p> <p>With little or no scaffolding from mentors, the candidate effectively uses a robust repertoire of specific strategies to support academic language development and ELD across the curriculum for individual students, flexible groups of students with similar needs, and the class as a whole.</p>	<p>With substantial independence, the candidate effectively uses a robust repertoire of specific, individualized strategies to engage and support students in learning.</p> <p>With substantial independence, the candidate effectively uses a robust repertoire of specific, individualized strategies to support academic language development and ELD across the curriculum for individual students, flexible groups, and the class as a whole.</p>
TPE 2: Creating and Maintaining Effective Environments for Student Learning				
<p>The candidate does not demonstrate competence with application of general knowledge about creating and maintaining effective environments for student learning.</p>	<p>The candidate demonstrates emerging competence with application of general knowledge about creating and maintaining effective environments for student learning. The candidate follows mentor's lead in running daily classroom routines.</p>	<p>The candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of creating and maintaining effective environments for student learning. The candidate begins taking ownership of running the daily classroom routines.</p>	<p>The candidate demonstrates maturing skillfulness with specific, appropriate application creating and maintaining effective environments for student learning. The candidate takes increasing ownership of and growing independence for running daily classroom routines.</p>	<p>The candidate demonstrates refined skillfulness with specific, appropriately individualized application of creating and maintaining effective environments for student learning. The candidate takes full ownership of and substantial independence for running daily classroom routines.</p>
TPE 3: Understanding & Organizing Subject Matter: For Student Learning				
<p>The candidate does not demonstrate competence with application of general, rudimentary knowledge and understanding of subject-specific pedagogy and making content accessible in subject-specific area.</p> <p>The candidate does not demonstrate competence with general, rudimentary integration</p>	<p>With substantial scaffolding from mentors, the candidate demonstrates partial success with using a limited repertoire of strategies to understand and organize subject matter effectively.</p> <p>With substantial scaffolding from mentors, candidate demonstrates partial success with using a</p>	<p>With some or little scaffolding from mentors, candidate demonstrates using somewhat successfully a growing repertoire of strategies to understand and organize subject matter effectively.</p> <p>With some or little scaffolding from mentors, the candidate demonstrates using somewhat</p>	<p>With little or no scaffolding from mentors, the candidate effectively uses a robust repertoire of strategies to understand and organize subject matter effectively.</p> <p>With little or no scaffolding from mentors, the candidate effectively uses a robust repertoire of strategies to integrate educational</p>	<p>With substantial independence, the candidate effectively uses a robust repertoire of specific, individualized strategies to understand and organize subject matter effectively.</p> <p>With substantial independence, the candidate effectively uses a robust repertoire of specific,</p>

School of Education
TPE Rubric

Level 1	Level 2	Level 3	Level 4	Level 5
of knowledge of subject matter, pedagogy, and available instructional technology tools for student learning in subject-specific areas.	limited repertoire of strategies to integrate educational technology for subject-specific learning.	successfully a growing repertoire of strategies to integrate educational technology for subject-specific learning.	technology for subject-specific learning.	individualized strategies to integrate subject-specific learning.
TPE 4: Planning Instruction & Designing Learning Experiences for All Students¹				
The candidate does not demonstrate competence with application of general knowledge about planning instruction and designing learning experiences for <i>all students</i> .	The candidate demonstrates emerging competence with application of general knowledge about planning instruction and designing learning experiences for <i>all students</i> . The candidate follows mentor's lead in co-teaching taking supporting roles in co-planning and co-instruction.	The candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of planning instruction and designing learning experiences for <i>all students</i> . The candidate leads co-teaching in at least two areas of instruction taking both supporting and leading roles in all co-planning and co-instruction.	The candidate demonstrates maturing skillfulness with specific, appropriate application of planning instruction and designing learning experiences for <i>all students</i> . The candidate leads co-teaching in many or most areas of co-planning and co-instruction.	The candidate demonstrates refined skillfulness with specific, appropriately individualized application of planning instruction and designing learning experiences for <i>all students</i> . The candidate leads co-teaching in most or all areas of co-planning and co-instruction.
TPE 5: Assessing student learning				
The candidate does not demonstrate competence with application of general knowledge about assessing student learning and with making appropriate accommodations and/or modifications of assessment.	The candidate demonstrates emerging competence with application of general knowledge about assessing student learning and with making appropriate accommodations and/or modifications of assessment.	The candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of assessing student learning and with making appropriate accommodations and/or modifications of assessment.	The candidate demonstrates maturing skillfulness with specific, appropriate application of assessing student learning with making appropriate accommodations and/or modifications of assessment.	The candidate demonstrates refined skillfulness with specific, appropriately individualized application of assessing student learning and with making appropriate accommodations and/or modifications of assessment.
TPE 6: Developing as a professional educator				
The candidate does not demonstrate competence using general knowledge of the CSUC SOE Professional Dispositions (PD) and is at the first level of the PD rubric for 1 or more of the 5 dispositions.	The candidate demonstrates emerging competence using general knowledge of the CSUC SOE Professional Dispositions (PD) and is at the first level of the PD rubric for 1 or more of the 5 dispositions.	The candidate demonstrates beginning skillfulness using somewhat specific knowledge of the CSUC SOE Professional Dispositions (PD) and is at the second level of the PD rubric for all of the 5 dispositions.	The candidate demonstrates maturing skillfulness using specific knowledge of the CSUC SOE Professional Dispositions is at the second level or above of the PD rubric for all of the 5 dispositions.	The candidate demonstrates refined skillfulness using specific, detailed knowledge of the CSUC SOE Professional Dispositions is at the fourth level of the disposition rubric for all of the 5 dispositions.

¹ The phrase "all students" is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the that phrase is used. (Adapted from TPE Standards document, CTC, 2016).