TPI-US

Key Criteria for Judgment Areas

Inspectors should ensure that evidence is collected for each bullet of the four key judgment areas and scores are given based on cumulative evidence about these components of the judgment areas.

QUALITY OF SELECTION:
- Proportion of recent cohort with pre-selection GPA of 3.0 or above
- Standardized test data
- Efforts to produce a teacher workforce more representative of K12 student population
- Use of multiple measures in the admission process

QUALITY OF CONTENT KNOWLEDGE AND TEACHING METHODS:
(Note: This is about how well the program conveys content and teaching skills.)
- Scientifically-based reading instruction (ELEMENTARY)
- Elementary mathematics Content and Pedagogy (ELEMENTARY)
- Other subject areas (ELEMENTARY)
- Core secondary subject area (SECONDARY)
- Classroom management—*candidate knowledge and skills to create a positive and engaging climate for student learning*
- Assessing student learning-- *including formative assessment and its use during instruction*
- Differentiating instruction
- Academic feedback and questioning
- Coursework connections to practice

CLINICAL PLACEMENT, FEEDBACK AND CANDIDATE PERFORMANCE:
- Clinical placement—*timing/ length of placement; selection of schools and mentor teachers*
- Observation and feedback—*observation form (attention given to student engagement and learning, classroom management, formative assessment and its use during the class, differentiated instruction, and academic feedback and questioning); training for program supervisors; quality of written and oral feedback; consistency of expectations*
- Candidate performance—*student engagement in learning and evidence of student learning; subject knowledge; teaching skills (classroom management, formative assessment and its use during the class, differentiation, academic feedback and questioning); feedback from recent grads*

QUALITY OF PROGRAM PERFORMANCE MANAGEMENT:
- Quality of data used to monitor ongoing program performance
- Quality monitoring—*coursework, field experiences, and observation and feedback.*
- Internal program quality control checkpoints—*do they exist and what are they? do they trigger intervention plans for those not ready for the next stage? are candidates counseled out of the program if they do not meet program performance standards?*
- Program quality assurance—*quality assurance systems informed by data and used to foster strong program outcomes*
- Coursework- clinical connections—*helping candidates learn how to apply course knowledge in their teaching practice*

TPI-US 2016