# **Teacher Candidate Quarterly Assessment**

Teacher candidate (Last, first): \_\_\_\_ \_\_ \_\_ \_

Assessor (Cooperating Teacher/Supervisor): \_

Grade level/Course name: \_\_\_\_ \_\_ \_\_ \_   
Quarter (Autumn/Winter/ Spring): \_\_\_\_ \_\_ \_\_ \_

The Stanford Teacher Education Program utilizes the California Standards for the Teaching Profession (CSTPs) and the California Commission on Teacher Credentialing adopted Teacher Performance Expectations (TPEs) in support of the program’s design, curriculum, and assessments, including assessments of developing clinical practice in student teaching placements, such as the *STEP Quarterly Assessment* instrument.

**California Standards for the Teaching Profession (CSTPs):**<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>  
**Teacher Performance Expectations (TPEs)**:   
<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0>

The scale below reflects expected growth in the teacher candidate’s practice during the STEP year.   
We aim to describe a continuum of practice from the performance of a novice teacher candidate to the performance of a well prepared and highly skilled, yet still beginning teacher.

Moving from level 1 to level 4, the descriptors show how practice develops in terms of consistency, organization, integration, initiative, independence, effectiveness, and professionalism. The goal is for the teacher candidate to be at level 4 on all of the standard elements by the end of the academic year, though we typically see a range of performance across the elements with the overwhelming majority of ratings at level 3 or level 4.

The candidates’ growth and development rests significantly on the candid, professional, and clear evaluation and communication of their performance by the supervisor and cooperating teacher.

**Level 1:** The novice teacher candidate’s performance shows signs of development. Yet, typically it is inconsistent and variable in achieving anticipated outcomes. Small segments of independent and successful practice are performed regularly. The candidate’s performance requires strong guidance and extensive support, and relies substantially on the cooperating teacher’s plans, assessment tools, practices and guidance.  
  
**Level 2:** The teacher candidate’s performance is steady and episodes of independent and successful practice are more frequent and longer in duration. The candidate’s performance may require regular guidance and support, and continues to rely on suggestions and feedback from the cooperating teacher and supervisor. The candidate’s practice may still be variable in achieving anticipated outcomes.  
  
**Level 3:** The candidate’s performance is generally consistent and reliable. Performance is more commonly linked to anticipated outcomes. The candidate successfully organizes multiple, related lessons. The candidate’s performance indicates readiness to assume increased responsibility for daily instruction with continued support from a cooperating teacher, university supervisor or mentor.

**Level 4:** The candidate’s performance is typically consistent, purposeful, and well-timed. The candidate successfully organizes series of related instructional segments over significant periods of times. Performance is more firmly linked to anticipated outcomes. The candidate’s performance indicates readiness to assume the regular, daily responsibilities as a teacher of record.  
  
**OTHER** Mark this column if…  
 (1) you have *insufficient evidence* to evaluate the candidates’ performance at this time, or  
 (2) you have *special concerns* or *questions* about the candidate’s performance on this standard at this

time.

**List 3 to 5 strengths the teacher candidate has demonstrated this quarter:**

**List 1 to 2 areas for growth on which the teacher candidate might focus in the near term:**

**\*Defining “all students.”**These standards support the creation of classroom communities and curricula in which students with varying backgrounds, learning profiles, strengths, interests, needs, and abilities are engaged and challenged as learners. The use of the term “**all students**” throughout these documents reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

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| **Check the box that best describes the level of performance on each element of the standard:** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **OTHER** *Insufficient Evidence* or *Concerns* |
| 1.1 Using knowledge of students to engage them in learning |  |  |  |  |  |
| 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests using culturally responsive instructional practices |  |  |  |  |  |
| 1.3 Connecting subject matter to meaningful, real-life contexts |  |  |  |  |  |
| 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs |  |  |  |  |  |
| 1.5 Promoting critical and creative thinking through inquiry, problem solving, asking and answering questions, and reflection |  |  |  |  |  |
| 1.6 Monitoring student learning, motivation, and engagement, and making appropriate adjustments to instruction while teaching |  |  |  |  |  |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings:** | | | | | |

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| **Check the box that best describes the level of performance on each element of the standard:** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **OTHER** *Insufficient Evidence* or *Concerns* |
| 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully |  |  |  |  |  |
| 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity and multiple perspectives, and encourage constructive and productive interactions among students |  |  |  |  |  |
| 2.3 Establishing and maintaining inclusive learning environments that are physically, intellectually, and emotionally safe, and enable all students to learn |  |  |  |  |  |
| 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students |  |  |  |  |  |
| 2.5 Developing and maintaining high standards, and clearly communicating expectations, for individual and group behavior |  |  |  |  |  |
| 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn |  |  |  |  |  |
| 2.7 Using instructional time to optimize learning |  |  |  |  |  |
| 2.8 Providing positive interventions and access to resources to support students’ social-emotional development and learning needs. |  |  |  |  |  |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings:** | | | | | |

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| **Check the box that best describes the level of performance on each element of the standard:** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **OTHER** *Insufficient Evidence* or *Concerns* |
| 3.1 Demonstrating knowledge of subject matter and academic content including the adopted California State standards and curriculum frameworks |  |  |  |  |  |
| 3.2 Applying knowledge of the range and characteristics of student development and proficiencies to ensure student understanding of subject matter |  |  |  |  |  |
| 3.3 Organizing curriculum to facilitate student understanding of the subject matter and development of academic language |  |  |  |  |  |
| 3.4 Utilizing instructional strategies that are appropriate to disciplinary and interdisciplinary learning, including provision of multiple points of entry and opportunities for multiple ways to demonstrate understanding |  |  |  |  |  |
| 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students |  |  |  |  |  |
| 3.6 Addressing the needs of the full range of English learners using assessment data and research-based instructional approaches to provide equitable access to learning |  |  |  |  |  |
| 3.7 Addressing the needs of students with special needs by providing appropriate supports and accommodations, including those outlined in students’ IEP, IFSP, ITP, and 504 plans, to provide equitable access to learning |  |  |  |  |  |
| 3.8 Modeling and developing digital literacy by using technology to engage students, support their learning, and promote digital citizenship |  |  |  |  |  |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings:** | | | | | |

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| **Check the box that best describes the level of performance on each element of the standard:** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **OTHER** *Insufficient Evidence* or *Concerns* |
| 4.1 Planning instruction using knowledge of students’ academic readiness, language proficiency, cultural and socioeconomic backgrounds, and individual development |  |  |  |  |  |
| 4.2 Establishing and articulating goals for student learning |  |  |  |  |  |
| 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning |  |  |  |  |  |
| 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students |  |  |  |  |  |
| 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students |  |  |  |  |  |
| 4.6 Promoting 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 (e.g., IEP, IFSP, ITP, and 504 plans.) |  |  |  |  |  |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings:** | | | | | |

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| **Check the box that best describes the level of performance on each element of the standard:** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **OTHER** *Insufficient Evidence* or *Concerns* |
| 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments, in the design and administration of classroom assessments |  |  |  |  |  |
| 5.2 Collecting and analyzing assessment data from a variety of sources to document student learning over time |  |  |  |  |  |
| 5.3 Reviewing data, both individually and with colleagues, to monitor student learning |  |  |  |  |  |
| 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction |  |  |  |  |  |
| 5.5 Involving all students in self-assessment, goal setting, and monitoring progress |  |  |  |  |  |
| 5.6 Providing students with opportunities to revise work based on assessment and feedback |  |  |  |  |  |
| 5.7 Using available technologies to assist in assessment, analysis, and communication of learning to students and families |  |  |  |  |  |
| 5.8 Using assessment information to share timely and comprehensible feedback about progress toward learning goals with students and their families |  |  |  |  |  |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings:** | | | | | |

This standard requires a slightly different scale. The elements of this standard describe the responsibilities and expectations of becoming a member of a professional community. The scale is designed to acknowledge the potential for growth as regards to professional identity and responsibility over the course of the candidate’s pre-service experience. **The goal is for the teacher candidate’s performance to “*meet professional expectations and demonstrate readiness to competently and successfully assume the responsibilities of the teaching profession”* by the end of the academic year.**

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| --- | --- | --- | --- |
| **Check the box that best describes the level of performance on each element of the standard:** | ***FALL AND WINTER QUARTERS*** | | ***SPRING QUARTER ONLY*** |
| *Performance needs attention and support.* | *Performance is developing appropriately.* | *Performance meets professional expectations and demonstrates readiness to competently and successfully assume the responsibilities of the teaching profession.* |
| 6.1 Reflecting on teaching practice in support of student learning |  |  | YES / NO |
| 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development |  |  | YES / NO |
| 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning |  |  | YES / NO |
| 6.4 Working with families to communicate expectations and support student learning |  |  | YES / NO |
| 6.5 Engaging local communities in support of the instructional program |  |  | YES / NO |
| 6.6 Managing professional responsibilities to maintain motivation and commitment to all students |  |  | YES / NO |
| 6.7 Demonstrating professional responsibility, integrity, and ethical conduct, including the responsible use of social media and other digital platforms and tools |  |  | YES / NO |
| **As appropriate, provide further comments and/or specific evidence supporting your ratings. Comments are required if performance needs attention and support (fall and winter) or as not fully meeting professional expectations (spring).** | | | |

**Experiences afforded teacher candidates in the following CSTPs vary widely. Briefly describe this candidate’s opportunities for learning in these areas and their developing ability to meet the standard.**

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| --- | --- |
| 6.4 Working with families to communicate expectations and support student learning. | 6.5 Engaging local communities in support of the instructional program. |
|  |  |

**Summary Pages**

**1. PROFESSIONAL GROWTH PLANS (complete at the end of EVERY quarter)**

*\*\*This section should be completed as part of the three-way conversation among the Candidate, Supervisor and*

*Cooperating Teacher.*

After reflecting on the work of the past quarter, we agree that the candidate should focus on standard number(s) \_\_\_\_\_\_\_\_\_\_\_\_\_ in the following ways:

**2. MID-PROGRAM REVIEW (complete at the end of AUTUMN and WINTER quarter)   
OVERALL ASSESSMENT of the candidate’s current performance:**

Appropriate performance for this time of year

Adequate performance, with some minor concerns (elaborate below)

Performance is of serious concern and requires immediate attention (elaborate below)

|  |  |
| --- | --- |
| Supervisor/Cooperating Teacher Comments | Teacher Candidate Comments |
|  |  |

Signature of Supervisor/Cooperating Teacher

Date

Signature of Teacher Candidate

Date

**3. SPRING QUARTER SUMMARY REVIEW (complete at the end of SPRING quarter only)**

**Please indicate your assessment of the candidate’s readiness to assume the professional responsibilities as a teacher of record in her/his own classroom:**

The candidate’s performance indicates a readiness for entry into the profession.

The candidate’s performance indicates a readiness for entry into the profession, with some minor concerns.

The candidate’s current performance is of serious concern and requires further development.

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| --- | --- |
| Supervisor/Cooperating Teacher Comments | Teacher Candidate Comments |
|  |  |

Signature of Supervisor/Cooperating Teacher

Date

Signature of Teacher Candidate

Date

**INDUCTION PLAN**

Complete at the end of SPRING quarter only, looking ahead to the FALL when the graduate becomes the teacher of record. This plan is a portable document archived by STEP and provided to the candidate for transmission to the clear/induction program.

*\*This section should be completed as part of the final three-way conversation with the graduate/candidate, supervisor and* *cooperating teacher. The supervisor will upload the induction plan when it is completed, and the graduate/candidate, cooperating teacher and supervisor will electronically sign it.*

**Plans for Professional Growth**

After reflecting on the work of the past year, we agree that the new teacher should focus on standard number(s) in the following ways:

**Recommendations for Professional Support**

The following supports will be useful in fostering the new teacher’s growth and ongoing professional development:

Signature of Supervisor

Date

Signature of Cooperating Teacher

Date

Signature of Teacher Candidate

Date