

# Teacher Candidate Quarterly Assessment 2015-2016



Teacher candidate

(Last, first):

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Assessor

(Cooperating Teacher/Supervisor):

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Grade level/Course name:

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Quarter

(Autumn/Winter/ Spring):

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**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:**

In STEP, we use the Quarterly Assessment instrument to evaluate the teacher candidate's practices in light of the California Standards for the Teaching Profession (CSTP).

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 candidate's growth and development rests significantly on the candid, professional, and clear evaluation and communication of her/his performance by the supervisor and cooperating teacher.

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| <p><b>Level 1:</b> The novice teacher candidate's performance shows signs of development. Yet, it is typically 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.</p> <p><b>Level 2:</b> 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.</p> <p><b>Level 3:</b> 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.</p> <p><b>Level 4:</b> 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.</p> <p><b>OTHER</b> Mark this column if...<br/>(1) you have <i>insufficient evidence</i> to evaluate the candidates performance at this time,<br/>or<br/>(2) you have <i>special concerns</i> or <i>questions</i> about the candidate's performance on this standard at this time.</p> |
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**Standard 1: Engaging and Supporting All Students in Learning**

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<b>OTHER</b> <i>Insufficient Evidence or Concerns</i>
1.1 uses knowledge of students to engage them in learning;					
1.2 connects learning to students' prior knowledge, backgrounds, life experiences, and interests;					
1.3 connects subject matter to meaningful, real-life contexts;					
1.4 uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs;					
1.5 promotes critical thinking through inquiry, problem solving, and reflection;					
1.6 monitors student learning and adjusts instruction while teaching.					

**As appropriate, provide further comments and/or specific evidence supporting your ratings:**

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<b>OTHER</b> <i>Insufficient Evidence or Concerns</i>
2.1 promotes social development and responsibility within a caring community where each student is treated fairly and respectfully;					
2.2 creates physical or virtual learning environments that promote student learning, reflects diversity, and encourage constructive and productive interactions among students;					
2.3 establishes and maintains learning environments that are physically, intellectually, and emotionally safe;					
2.4 creates a rigorous learning environment with high expectations and appropriate support for all students;					
2.5 develops, communicates, and maintains high standards for individual and group behavior;					
2.6 employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn;					
2.7 uses instructional time to optimize learning.					

**As appropriate, provide further comments and/or specific evidence supporting your ratings:**

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<b>OTHER</b> <i>Insufficient Evidence or Concerns</i>
3.1 demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks;					
3.2 applies knowledge of student development and proficiencies to ensure student understanding of subject matter;					
3.3 organizes curriculum to facilitate student understanding of the subject matter;					
3.4 utilizes instructional strategies that are appropriate to the subject matter;					
3.5 uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students;					
3.6 addresses the needs of English learners and students with special needs to provide equitable access to the content.					

**As appropriate, provide further comments and/or specific evidence supporting your ratings:**

**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<b>OTHER</b> <i>Insufficient Evidence or Concerns</i>
4.1 uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction;					
4.2 establishes and articulates goals for student learning;					
4.3 develops and sequences long-term and short-term instructional plans to support student learning;					
4.4 plans instruction that incorporates appropriate strategies to meet the learning needs of all students;					
4.5 adapts instructional plans and curricular materials to meet the assessed learning needs of all students.					

**As appropriate, provide further comments and/or specific evidence supporting your ratings:**

**Standard 5: Assessing Students for Learning**

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<b>OTHER</b> <i>Insufficient Evidence or Concerns</i>
5.1 applies knowledge of the purposes, characteristics, and uses of different types of assessments;					
5.2 collects and analyzes assessment data from a variety of sources to inform instruction;					
5.3 reviews data, both individually and with colleagues, to monitor student learning;					
5.4 uses assessment data to establish learning goals and to plan, differentiate, and modify instruction;					
5.5 involves all students in self-assessment, goal setting, and monitoring progress;					
5.6 uses available technologies to assist in assessment, analysis, and communication of student learning;					
5.7 uses assessment information to share timely and comprehensible feedback with students and their families.					

**As appropriate, provide further comments and/or specific evidence supporting your ratings:**

**Standard 6: Developing as a Professional Educator**

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 in 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.**

	FALL AND WINTER QUARTERS		SPRING QUARTER ONLY
	<i>Performance needs attention and support</i>	<i>Performance is developing appropriately.</i>	<i>Performance meets professional expectations and demonstrates readiness to competently and successfully assume the responsibilities of the teaching</i>
<b>Check the box that best describes the level of performance on each element of the standard:</b>			
6.1 reflects on teaching practice in support of student learning			YES / NO
6.2 establishes professional goals and engages in continuous and purposeful professional growth and development			YES / NO
6.3 collaborates with colleagues and the broader professional community to support teacher and student learning [e.g. STEP peers, supervisor, cooperating teacher; grade level, department and other school members, as appropriate and applicable]			YES / NO
6.6 manages professional responsibilities to maintain motivation and commitment to all students			YES / NO
6.7 demonstrates professional responsibility, integrity, and ethical conduct			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).**

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

6.4 works with families to support student learning	6.5 engages 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/CT Comments:	Teacher candidate comments:
Signature of Supervisor/CT: _____	Date: _____

Signature of Teacher Candidate: \_\_\_\_\_ Date \_\_\_\_\_

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**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.

<b>Supervisor/CT Comments:</b>	<b>Teacher candidate comments:</b>
Signature of Supervisor/CT: _____	Date: _____
Signature of Teacher Candidate: _____	Date _____