# Teacher Candidate Formative Assessment

**Phase 1 Student Teaching (143A)**

Assessment completed by:  Supervisor  Cooperating Teacher  Teacher Candidate

|  |  |
| --- | --- |
| Teacher Candidate: | Year:  Fall  Spring |

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| --- | --- | --- |
| Grade: | School: | District: |

|  |  |
| --- | --- |
| Cooperating Teacher: | University Supervisor: |

Guidelines for this evaluation tool:

1. **EVALUATION BASIS**:

Evaluation should be a synthesis of observations, debriefs, written lesson plans & reflections. Use the comment section as needed to provide evidence of your scoring decisions. CT Evaluations are informative, and should be reviewed with the teacher candidate before submitting to supervisor.

1. **MID AND END OF SEMESTER:**

Use the same assessment document at mid and end of the semester to reflect a teacher candidate’s relative progress. ***Use a / for mid-semester and X for end of semester—or any other two distinguishing marks/colors.***

1. **LEVELS**:

Levels 1-4 are used for Phase 1 (part-time) student teaching; Levels 1-6 are used for Phase 2 (full-time) student teaching

1. **SHADED ITEMS**:

Shaded items pertain primarily to Phase 2 student teaching. *Ratings are not required for shaded items during Phase 1,* but may be given if there is sufficient evidence available. During Phase 2 all items are evaluated.

1. **GOAL**:

Goal for end of Phase 1 is a “3”; Goal for end of Phase 2 is a "5”.

Note: Students do not necessarily need to have all 3’s or 5’s to pass. Honest feedback is what most helps candidates to become successful.

**SCORING RUBRIC:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Primarily observing** in this area. Not yet implementing independently. | **Beginning to apply** **practices** with regular guidance. Efforts are inconsistent. | **Increased independence with practices.** Some guidance needed. Efforts may need more consistency. | Efforts are **fairly consistent and usually effective**. Occasional guidance needed, but candidate is mostly independent | **Effective, consistent, and independent.** Candidate is strong in this area. | Efforts are effective, consistent and **show a refinement beyond what you would expect** from a teacher in training |

**TPE 1: Engaging and Supporting all Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Uses knowledge of students and a variety of instructional strategies to promote engagement (*TPE 1.1, 1.4, 3.4)* |  |  |  |  |
| Connects subject matter to meaningful, real-life contexts *(TPE 1.3)* |  |  |  |  |
| Supports academic language proficiency and second language acquisition *(TPE 1.6)* |  |  |  |  |
| Promotes critical/higher order thinking through questioning and design of activities *(TPE 1.5)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**TPE 2: Classroom Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Effectively manages the classroom during whole class and group instruction *(TPE 2.5, 2.6)* |  |  |  |  |
| Creates a positive and inclusive learning environment where diversity and multiple perspectives are valued *(TPE 2.2, 2.3, 6.2)* |  |  |  |  |
| Promotes social-emotional growth (SEL) and each student’s individual  responsibility within a classroom community *(TPE 2.1)* |  |  |  |  |
| Has high expectations for student learning; supports and challenges students as needed *(TPE 2.4)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**TPE 3: Understanding and Organizing Curriculum**

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| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Demonstrates knowledge of content standards and subject matter *(TPE 3.1, 3.3)* |  |  |  |  |
| Plans lessons which help facilitate student understanding of the subject matter and key concepts *(TPE 3.2, 4.6)* |  |  |  |  |
| Uses available technology in appropriate ways to support learning, engagement, and build digital citizens *(TPE 3.4, 3.5, 3.6, 3.7, 5.4)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**TPE 4: Planning Instruction for All Students**

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| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Tailors instruction, curriculum, and resources to meet specific student needs (*e.g. language proficiency, IEP/504 plans, cultural background, atypical development*) *(TPE 1.4, 1.6, 3.2, 3.5, 4.1, 4.4, 4.7)* |  |  |  |  |
| Uses instructional time well and paces effectively *(TPE 4.4)* |  |  |  |  |
| Establishes and articulates clear goals & objectives for student learning, both in written lessons plans and to the students *(TPE 1.2, 4.5)* |  |  |  |  |
| Makes cross-curricular connections within lessons; plans cross-curricular units/activities *(TPE 4.2, 1.7)* |  |  |  |  |
| Develops longer-term instructional plans (*units, solo weeks, series of lessons*) and sequences content for effective student learning *(TPE 4.6)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**TPE 5: Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Uses formative and summative assessment to effectively monitor student learning and adjust instruction as needed *(TPE 1.8, 5.1, 5.3)* |  |  |  |  |
| Uses assessment data to plan, modify, and differentiate instruction *(TPE 5.6, 5.8)* |  |  |  |  |
| Provides opportunities for students to self-assess, set goals, and monitor their own progress *(TPE 5.2)* |  |  |  |  |
| Provides timely and useful feedback to students *(TPE 1.2, 5.5)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**TPE 6: Being a Professional Educator**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| Thoughtfully and continually reflects on teaching practice *(TPE 6.1)* |  |  |  |  |
| Conducts him/herself in a professional and responsible manner both with students and around the school at large (*TPE 6.5, 6.6)* |  |  |  |  |
| Engages in purposeful, professional growth and development *(TPE 6.3)* |  |  |  |  |
| Collaborates with classroom teacher, grade level colleagues, support staff and the broader education community *(TPE 5.6, 6.3, 6.4)* |  |  |  |  |
| Comments Mid-Semester: | | | | |
| Comments End of Semester: | | | | |

**Summary of Teacher Candidate Performance:**

**Brief Teaching Context:** *(Grade level, school description/demographics, factors that might have influenced teacher candidate’s performance, etc…)*

**Strengths:**

|  |  |
| --- | --- |
| **Mid-Semester** | **End-of-Semester** |

**Areas for Growth:**

|  |  |
| --- | --- |
| **Mid-Semester** | **End-of-Semester** |

***End of Semester Assessment Only***

**Recommendation:** Based on the candidate’s performance and your professional judgment:

I recommend this candidate move to Phase 2, full-time student teaching

I DO NOT recommend this candidate for Phase 2, full-time student teaching

Assessment completed by:  Supervisor  Cooperating Teacher  Teacher Candidate

**Signature/Name (Formative/mid-semester) Date**

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| --- | --- |
|  |  |

**Signature/Name (Summative/end of semester) Date**

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| --- | --- |
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