The PS and SP discuss evidence collected to date (observations, student surveys, lessons plans, etc.), establish the formative assessment ratings and complete the rubric below with supporting evidence/observation feedback written in. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should then be sent to the candidate. This take places around the practicum midpoint – about 7 weeks into the student teaching experience. The candidate should also provide an update to the PS and SP on the following CAP components, which may be used as evidence in meeting the ***6 Essential Elements:***

* Student Feedback Surveys
* Self-Assessment
* S.M.A.R.T. Goal and Measure of Impact on Student Learning (aka Inquiry question, Zoom project, etc.)

Please place an ‘X’ in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

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| --- | --- | --- | --- |
| Candidate Name: |  | Date: |  |

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| **I.A.4: Well-Structured Lessons** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well- structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well- structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |
| **Evidence for meeting the *Well-Structured Lesson* Element:** | | | | |
| **I.B.2: Adjustment to Practice** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
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| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |
| **Evidence for meeting the *Adjustment to Practice* Element:** | | | | |
| **II.A.3: Meeting Diverse Needs** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
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| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
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| **Evidence for meeting the *Meeting Diverse Needs* Element:** | | | | |
| **II.B.1: Safe Learning Environment** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
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| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
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| **Evidence for meeting the *Safe Learning Environment* Element:** | | | | |
| **II.D.2: High Expectations** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort.  Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
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| **Scale** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
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| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
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| **Evidence for meeting the *High Expectations* Element:** | | | | |
| **IV.A.1: Reflective Practice** | | | | |
| **Quality** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
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| **Evidence for meeting the *Reflective Practice* Element:** | | | | |

**Calibration**

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| --- | --- | --- | --- | --- |
| **Summary of Ratings** | | | | |
| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| 1.A.4: Well-Structured Lessons |  |  |  |  |
| 1.B.2: Adjustment to Practice |  |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |  |
| 2.D.2: High Expectations |  |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |  |

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| **Suggestions for Candidate** |  |