

Teacher Candidate Summative Assessment

Teacher Candidate: _____ Student ID: _____ University Supervisor: _____ Date: _____

School: _____ Cooperating Teacher: _____ Subject/Grade: _____

Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)

Baseline – 0: the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance

Emerging – 1: the teacher candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the Emerging Level

Emerging – 2: the teacher candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the Emerging Level

Developing – 3: the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1: Content Knowledge Aligned with Appropriate Instruction	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
1.1 Content Knowledge and Academic Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #1 Comments:				
Standard #2: Student Learning Growth and Development	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
2.4 Differentiated Lesson Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2 Comments:				
Standard #3: Curriculum Implementation	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
3.1 Implementation of Curriculum Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #3 Comments: :				

Standard #4: Critical Thinking	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #4 Comments: :				
Standard #5: Positive Classroom Environment	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
5.1 Classroom Management Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Management of Time, Space, Transitions, and Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Classroom, School, and Community Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #5 Comments: :				
Standard #6: Effective Communication	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
6.1 Verbal and Non-Verbal Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #6 Comments: :				

Standard #7: Student Assessment and Data Analysis	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
7.1 Effective Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Assessment Data to Improve Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Communication of Student Progress and Maintaining Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #7 Comments: :				
Standard #8: Professionalism	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
8.1 Self-Assessment and Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #8 Comments: :				
Standard #9: Professional Collaboration	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
9.1 Induction and Collegial Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Cooperative Partnerships in Support of Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #9 Comments: :				

Summative Comments/Observations:

Targets for Professional Development (Address all standards marked "Baseline – 0 or Emerging – 1"):

Grade

Teacher Candidate Signature

Date

University Supervisor Signature

Date

Cooperating Teacher Signature

Date

**Signatures required are at University discretion*

Revised March 2015

Tabulating Final Scores for the Teacher Candidate

(To be completed at the end of the Clinical Experience)

Teacher Candidate Name

Quality Indicators	Scores		
	Cooperating Teacher	Building Administrator	University Supervisor
1.1 Content knowledge and academic language			
1.2 Student engagement in subject matter			
2.4 Differentiated lesson design			
3.1 Implementation of curriculum standards			
3.2 Lessons for diverse learners			
4.1 Student engagement in critical thinking			
5.1 Classroom management techniques			
5.2 Management of time, space, transitions, and activities			
5.3 Classroom, school & community culture			
6.1 Verbal, nonverbal communication			
7.1 Effective use of assessments			
7.2 Assessment data to improve learning			
7.5 Communication of student progress and maintaining records			
8.1 Self assessment & improvement			
9.1 Induction & collegial activities			
9.3 Professional Collaboration			