



Valdosta State University Dewar College of Education and Human Services Candidate Assessment on Performance Standards (CAPS)

Teacher Candidate: _____ School: _____

Grade/Subject: _____ Date: _____ Department: _____

Assessment Type: (Circle the appropriate assessment type.)

Early Field Experience

Final Field Experience

Initial Formative

Mid Formative

Final Formative

Summative

Walk-through

Instructions

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in the *Candidate Assessment on Performance Standards (CAPS) User Guide* for completing the assessment.

***Standard 9: Professionalism is rated post observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity demonstrate reflective practice through conversation with the evaluator.

Assessment Types

Formative Assessment: The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 (Exemplary) is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Summative Assessment: The summative assessment is the culminating evidence that includes walkthroughs, formative assessments, and additional documentation collected during the clinical practice of a program. The summative assessment should be based on the teacher candidate's overall performance during clinical practice. Use the preponderance of evidence (formative assessments using CAPS, informal observations, lesson plans, etc.) to determine the teacher candidate's level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Walkthrough: A walk-through is a 10-minute minimum observation. It provides a snapshot of practice where a limited number of standards (typically 1-4) are rated. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.

August, 2015

| | | |
|---|---|-------------------|
| Performance Standard 1: Professional Knowledge: <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i> | | |
| Standard | Rating | Specific Comments |
| 1. Professional Knowledge | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 1: Disposition 1.1: <i>The teacher candidate bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</i> | | |
| Disposition | Rating | Specific Comments |
| 1. Professional Knowledge | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 2: Instructional Planning: <i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.</i> | | |
| Standard | Rating | Specific Comments |
| 2. Instructional Planning | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 3: Instructional Strategies: <i>The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i> | | |
| Standard | Rating | Specific Comments |
| 3. Instructional Strategies | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

| Performance Standard 4: Differentiated Instruction: <i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i> | | |
|--|---|-------------------|
| Standard | Rating | Specific Comments |
| 4. Differentiated Instruction | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 4: Disposition 4.1: <i>The teacher candidate is committed to developing critical and creative thinking by providing activities at the appropriate level of challenge for students.</i> | | |
| Disposition | Rating | Specific Comments |
| 4. Differentiated Instruction | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 5: Assessment Strategies: <i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i> | | |
| Standard | Rating | Specific Comments |
| 5. Assessment Strategies | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 5: Disposition 5.1: <i>The teacher candidate involves students in setting learning goals and monitoring their own progress.</i> | | |
| Disposition | Rating | Specific Comments |
| 5. Assessment Strategies | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

| Performance Standard 6: Assessment Uses: <i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.</i> | | |
|---|---|-------------------|
| Standard | Rating | Specific Comments |
| 6. Assessment Uses | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 7: Positive Learning Environment: <i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i> | | |
| Standard | Rating | Specific Comments |
| 7. Positive Learning Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 7: Disposition 7.1: <i>The teacher candidate models caring, fairness, respect and enthusiasm for learning.</i> | | |
| Disposition | Rating | Specific Comments |
| 7. Positive Learning Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 7: Disposition 7.2: <i>The teacher candidates promotes a climate of trust and teamwork within the classroom.</i> | | |
| Disposition | Rating | Specific Comments |
| 7. Positive Learning Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

| Performance Standard 7: Disposition 7.3: <i>The teacher candidate promotes respect for and understanding of students' diversity, including –but not limited to–race, color, religion, sex, national origin, or disability.</i> | | |
|---|---|-------------------|
| Disposition | Rating | Specific Comments |
| 7. Positive Learning Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 7: Disposition 7.4: <i>The teacher candidate actively listens and pays attention to students' needs and responses.</i> | | |
| Disposition | Rating | Specific Comments |
| 7. Positive Learning Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 8: Academically Challenging Environment <i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i> | | |
| Standard | Rating | Specific Comments |
| 8. Academically Challenging Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

| Performance Standard 8: Disposition 8.1 <i>The teacher candidate encourages students to explore new ideas and take academic risks.</i> | | |
|--|---|-------------------|
| Standard | Rating | Specific Comments |
| 8. Academically Challenging Environment | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

| Performance Standard 9: Professionalism <i>The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.</i> | | |
|---|---|-------------------|
| Standard | Rating | Specific Comments |
| 9. Professionalism | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 9: Disposition 9.1 <i>The teacher candidate evaluates and identifies areas of personal strengths and areas for growth by engaging in reflective practice.</i> | | |
| Disposition | Rating | Specific Comments |
| 9. Professionalism | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 10: Communication <i>The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.</i> | | |
| Standard | Rating | Specific Comments |
| 10. Communication | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |
| Performance Standard 10: Disposition 10.1 <i>The teacher candidate creates a climate of accessibility for all relevant stakeholders by demonstrating a collaborative and approachable style.</i> | | |
| Disposition | Rating | Specific Comments |
| 10. Communication | <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.) | |

Overall Comments

Observer's Signature/Date

Candidate's Signature/Date

This assessment was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at: http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf.