***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 to demonstrate reflective practice through conversation with the evaluator.

Assessment Types

<u>Formative Assessment</u>: The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 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

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 <u>must</u> be included to substantiate the rating. Follow the directions in the *Intern Keys/Candidate Assessment on Performance Standards (CAPS) User Guide* for completing the assessment.

Performance Standard 1: Professional Knowledge : The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.						
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:						
Performance Standard 2: Instructional Planning : 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.						
Rating:	Level IV	Level III	Level II	Level I		
	onal strategies rel			udent learning by using e learning and to facilitate		
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:						
Performance Standard 4: Differentiated Instruction : The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.						
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:				19		

Performance Standard 5: Assessment Strategies : 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.						
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:						
Performance Standard 6: Assessment Uses : 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.						
Rating:	Level IV	Level III	Level II	Level I		
Performance Standard safe, and orderly environ						
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:						
Performance Standard 8: Academically Challenging Environment: The teacher candidate creates a student- centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.						
Rating:	Level IV	Level III	Level II	Level I		
Specific Comments:						