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| stanislaus-state-shield-cmyk | CALIFORNIA STATE UNIVERSITY, STANISLAUSDepartment of Teacher Education**Appendix C****2ND BILA FORMATIVE ASSESSMENT OF STUDENT TEACHING** |

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_

***TO BE COMPLETED AT WEEK 10 FOR MSCP AND WEEK 11 FOR ESCP OF THE STUDENT TEACHING PLACEMENT***

***Cooperating Teacher and University Supervisor***: Together please **RATE** the teacher candidate in each item.

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| **Rubric for Determining Level**  | **1****Unsatisfactory** **(Needs to put more effort)** | **2** **Basic** **(Putting forth effort and developing)** | **3** **Proficient** **(Effective and consistent)** | **UJ****Unable to judge at this time (TC did not yet have opportunity to demonstrate)** |

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| **Use this form in conjunction with the 5D+ Rubric for Instructional Growth** |
| **DIMENSION** | **ITEMS** | **LEVEL** (Please indicate a level using the rubric above, based on the overall progress of teacher candidate, +/- may be added to the number) |
| **Purpose** | P1 Learning target(s) connected to standards (TPE 2.5, 3.1, 3.3, 4.4, 5.7, 6.1) |  |
| P2 Lessons connected to previous and future lessons, broader purpose and transferrable skill (TPE 1.3, 3.3) |  |
| P3 Design of performance task (TPE 1.5, 1.7, 3.3, 3.4, 3.6, 4.2, 4.4, 4.8, 5.7) |  |
| P4 Communication of learning target(s) (TPE 4.7)  |  |
| P5 Success criteria learning (TPE 2.5, 3.3, 4.7) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Student Engagement** | S1 Quality of questioning (TPE 1.5) |  |
| S2 Ownership of learning (TPE 2.1, 4.5) |  |
| S3 Capitalizing on students’ strengths (TPE 1.1, 1.6, 2.1, 2.2, 2.5, 3.5, 4.1, 4.2, 4.5, 5.6, 5.7, 5.8) |  |
| S4 Opportunity sand support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7) |  |
| S5 Student talk thinking (TPE 1.5, 4.7) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Curriculum & Pedagogy**  | CP1 Alignment of instructional materials and tasks (TPE 1.7, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6) |  |
| CP2 Teacher knowledge of content (TPE 3.1, 3.2, 3.7, 4.3, 6.1) |  |
| CP3 Discipline-specific teaching approaches (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8) |  |
| CP4 Differentiated instruction for students (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.2, 4.4, 5.2, 5.7, 5.8) |  |
| CP5 Use of scaffolds (TPE 1.4, 1.6, 2.5, 3.2, 3.5, 4.4, 5.8) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Assessment for Student Learning** | A1 Student self-assessment (TPE 1.5, 5.3, 5.5) |  |
| A2 Student use of formative assessment over time (TPE 3.4, 5.3) |  |
| A3 Quality of formative assessment methods (TPE 3.2, 3.3, 4.1, 4.3, 5.1, 5.4) |  |
| A4 Teacher use of formative assessment (TPE 1.8, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5, 5.6, 5.7, 5.8) |  |
| A5 Collection system for formative assessment data (TPE 3.3, 4.1, 5.2) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Classroom Environment & Culture** | CEC1 Classroom arrangement and resources (TPE 1.6, 3.6, 3.7, 4.8) |  |
| CEC2 Learning routines (TPE 1.5, 2.3, 2.5, 2.6, 4.4, 4.7) |  |
| CEC3 Use of learning time (TPE 2.1, 2.6) |  |
| CEC4 Student status (TPE 2.1, 2.6, 4.4, 6.2) |  |
| CEC5 Norms for learning (TPE 2.1, 2.2, 2.6) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Professional Collaboration & Communication** | PCC1 Collaboration with peers and administrators to improve student learning (TPE 3.4, 4.6, 5.6, 6.1, 6.3, 6.4) |  |
| PCC2 Communication and collaboration with parents and guardians (TPE 1.2, 1.6, 2.6, 6.4) |  |
| PCC3 Communication with school community about student progress (TPE 4.6, 5.4, 5.5, 6.4) |  |
| PCC4 Support of school, district, and state curricula, policies and initiatives (TPE 3.1, 6.5, 6.6) |  |
| PCC5 Ethics and advocacy (TPE 2.4, 6.2, 6.5) |  |
| **STRENGTHS:** **ON THE VERGE OF:** |
| **Bilingual Standards****(BILA ONLY)** | Standard 2: Language Proficiency Standard  |  |
| Standard 4: Bilingual Methodology: Four Language DomainsInstruction in primary and target language Instructional strategies to promote language proficiencyUse of bilingual instructional models, instructional strategies and materialsEvaluate, use, and state-board approved materials |  |
| **STRENGTHS:** **ON THE VERGE OF:** |

**TEACHER CANDIDATE GROWTH PLAN**

***Refer to the “On the Verge of” comments on previous pages.***

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| **TEACHER CANDIDATE** | **COOPERATING TEACHER** | **UNIVERSITY SUPERVISOR** |
| I am on the verge of… To reach the next level I will…To help me succeed I need… | To help my teacher candidate reach the next level, I will… | To help my teacher candidate reach the next level, I will… |

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| **PASS/FAIL SECTION** |
| Does Teacher Candidate receive credit for Fieldwork Practicum I? \_\_\_\_\_ Yes \_\_\_\_\_ NoMay Teacher Candidate may move on to Fieldwork Practicum II? \_\_\_\_\_ Yes \_\_\_\_\_ No |