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| stanislaus-state-shield-cmyk | CALIFORNIA STATE UNIVERSITY, STANISLAUS  Department of Teacher Education  Appendix D  **BILA SUMMATIVE ASSESSMENT OF TEACHER CANDIDATE** |

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

***TO BE COMPLETED AT THE 16TH WEEK 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)** |

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| **Use this form in conjunction with the 5D+ Rubric for Instructional Growth** | | |
| **DIMENSION** | **ITEMS** | **LEVEL** |
| **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 for learning (TPE 2.5, 3.3, 4.7) |  |
| **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 and support for participation and meaning making (TPE 1.3, 1.5, 2.5, 3.4, 4.7) |  |
| S5 Student talk and eliciting thinking (TPE 1.5, 4.7) |  |
| **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) |  |
| **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) |  |
| **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) |  |
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| **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) |  |
| **Bilingual Standards**  (BILA ONLY) | Standard 2: Language Proficiency Standards |  |
| Standard 4: Bilingual Methodology: Four Language Domains, Instruction in primary and target language, Instructional strategies to promote language proficiency, Use of bilingual instructional models, instructional strategies and materials, Evaluate, use, and state-board approved materials |  |

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| **INDUCTION DEVELOPMENT PLAN**  ***KEEP A COPY of this form! You will give this to your induction mentor when you are hired as teacher of record.***  **Competency Requirements Completed:** RICA TPA Cycle 1 TPA Cycle 2   |  |  |  |  | | --- | --- | --- | --- | | **TPE Domain** | **5D+ Evaluations of Student Teaching**  **(Identify one subdomain for strength and another for challenge. Refer to your marked copy of the 5D+ rubric.)** | **CA Standard for the Teaching Profession** | **(GOALS) In my new position,**  **I plan to:** | | TPE 1:  Engaging and Supporting Students in Learning  (P2, P3, S1, S3, S4, S5, CP1, CP3, CP4, CP5, A1, A4) | Strengths:  Challenges: | CSTP 1:  Engaging and Supporting All students in Learning |  | | TPE 2:  Creating and Maintaining Effective Environments for Student Learning (P5, S2, S3, S4, CEC2, CEC3, CEC4, CEC5) | Strengths:  Challenges: | CSTP2:  Creating and Maintaining Effective Environments for Student Learning |  | | TPE 3:  Understanding and Organizing Subject Matter for Student Learning  (P1, P2, P3, P5, S3, S4, CP1, CP2, CP3, CP4, CP5, CEC1) | Strengths:  Challenges: | CSTP3: Understanding and Organizing Subject Matter for Student Learning |  | | TPE 4:  Planning Instruction and Designing Learning Experiences for All Students  (P1, P3, P4, P5, S2, S4, S5, CP1, CP2, CP3, CP4, CP5, CEC1, CEC2, CEC4) | Strengths:  Challenges: | CSTP 4:  Planning Instruction and Designing Learning Experiences for All Students |  | | TPE 5:  Assessing Student Learning  (SE3, CP3, CP4, CP5, A1, A2, A3, A4, A5) | Strengths:  Challenges: | CSTP 5:  Assessing Students for Learning |  | | TPE 6:  Developing as a Professional Educator  (PCC1, PCC2, PCC3, PCC4, PCC5) | Strengths:  Challenges: | CSTP 6: Developing as a Professional Educator |  | |