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|  | California State University, StanislausDepartment of Teacher EducationAppendix D**BILA Summative Assessment of Teacher Candidate** |

 **Teacher Candidate:** Click here to enter Name. **School:** Click here to enter School. **Grade:** Click here to enter Grade.

 ***Summative Assessment to be completed at the 16th week of the Teacher Candidate placement.***

Cooperating Teacher and University Supervisor: **Together** please **evaluate** 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**](file:///C%3A%5CUsers%5Cadelgado7%5COneDrive%20-%20Stan%20State%5CFieldwork%20Forms%5C5D%2B%20Rubric%20with%20TPEs.pdf) **for Instruc****tional Growth and Evaluation** |
| **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) |  |
| **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 Standard**(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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|  | California State University, StanislausDepartment of Teacher EducationAppendix D**BILA Summative Assessment of Teacher Candidate** |

**Summative Evaluation Verification**

Signatures below verify that the candidate, district-employed supervisor, and program supervisor collaborated on the evaluation of the Summative Assessment and development of the [Individual (Induction) Development Plan – IDP](file:///C%3A%5CUsers%5Cadelgado7%5COneDrive%20-%20Stan%20State%5CFieldwork%20Forms%5CIDP.docx).

The IDP serves as the transition document for the Teacher Candidate’s induction program once employed.

***\*Be sure to also sign the*** [***Record of Fieldwork Evaluations and Observations***](file:///C%3A%5CUsers%5Cadelgado7%5COneDrive%20-%20Stan%20State%5CFieldwork%20Forms%5CSignature%20Log%20Fillable.pdf)***.\****



Click here to enter Teacher Candidate Signature.

**Teacher Candidate Signature**

[ ]  ***Check this box to confirm that typing your name above represents your signature.***

Click here to enter Cooperating Teacher Signature.

 **Cooperating Teacher Signature**

[ ]  ***Check this box to confirm that typing your name above represents your signature.***

Click here to enter University Supervisor Signature.

 **University Supervisor Signature**

[ ]  ***Check this box to confirm that typing your name above represents your signature.***

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