

Valdosta State University Dewar College of Education & Human Services Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet

Teacher Candidate Name:		School:				
Grade/Subject:		Date:		artment:		
Assessment Type (Circle):	Early Field Expe	rience	Final Field Experience		Initial Formative	
	Mid-Formative	Final	Formative	Summative	Walk-through	
Observer's Name	Teacher Candidate 🗆 Mentor 🗆 Supervisor 🗆					
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 <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.

***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.

<u>Summative Assessment</u>: 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 Intern Keys/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.

<u>Walkthrough</u>: 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.

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:				
		Planning: The teacher c rategies, resources, and		
Rating:	Level IV	Level III	Level II	Level I
research-based instru	lard 3: Instructional S			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 relevant data to measure timely and constructive	student progress,	, to inform instructional	content and delivery me	
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:				

Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.				
Rating:	Level IV	Level III	Level II	Level I
Specific Comments:				
		ntion: The teacher candid t stakeholders in ways th		
Rating:	Level IV	Level III	Level II	Level I
Specific Comments: 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: <u>http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf</u>.