

EECE Programs Teaching Performance Assessment (Jan. 2020)

by COE Administrator

EECE Teaching Performance Assessment

For use by the following programs:

Program	Course(s)
Early Childhood Education	ECE 301 & ECE 490
Elementary Education	ELE 301 & ELE 490
Urban/Early Childhood Education	EDUC 694 & ECED 695
Urban/Elementary Education	EDUC 694 & ELEM 695
Education of the Deaf & HH/ Early Childhood Education	ECED 695
Education of the Deaf & HH/ Elementary Education	ELEM 695
Special Education/Early Childhood	ECE 490

Scale:

Sufficiency Levels	Numeric Value	Notes
Meets Expectations	3	Target
Developing	2	Acceptable

Needs Improvement	1	Unacceptable
N/A	0	Not Applicable or Not Observed

Teaching Performance Assessment

	Meets Expectations (3.000 pts)	Developing (2.000 pts)	Needs Improvement (1.000 pt)
Written Lesson Plan CAEP-K-6-2018.1.a CAEP-K-6-2018.1.b CAEP-K-6-2018.1.c INTASC-2017.1	Lesson plans are detailed and clear; have assessable performance objectives, and have a logical flow.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Lesson Plan Subject Matter CAEP-K-6-2018.2.a CAEP-K-6-2018.2.b CAEP-K-6-2018.2.c CAEP-K-6-2018.2.d INTASC-2017.4	Lesson plans demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address content misconceptions.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Materials and Technology CAEP-K-6-2018.3 INTASC-2017.2	TC uses materials and technology effectively to support instruction.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Use of Physical Space InTASC-2017.3 InTASC-2017.7	TC effectively uses physical space for group work and centers.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Pedagogical Content Knowledge CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e INTASC-2017.2 INTASC-2017.7 INTASC-2017.8	Methods of instruction are appropriate to content and context and encourage students to produce high quality work.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Development, Motivation and Learning CAEP-K-6-2018.1.a CAEP-K-6-2018.1.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.f INTASC-2017.1 INTASC-2017.2	TC knows, understands and uses knowledge of child development and create opportunities that support students' development, acquisition of knowledge, and motivation.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.

INTASC-2017.7 INTASC-2017.8			
Integrating and Applying Knowledge for Instruction CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.4.a CAEP-K-6-2018.4.b CAEP-K-6-2018.4.c CAEP-K-6-2018.4.d CAEP-K-6-2018.4.e CAEP-K-6-2018.4.f CAEP-K-6-2018.4.g INTASC-2017.3 INTASC-2017.5 INTASC-2017.7	TC plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Adaptation to Diverse Students CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e INTASC-2017.2 INTASC-2017.8	TC draw on child developmental theories of learning to create instructional opportunities that are adapted to diverse students.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Developmental Appropriate Practices/ Differentiated Instruction CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.a CAEP-K-6-2018.4.b CAEP-K-6-2018.4.c CAEP-K-6-2018.4.d CAEP-K-6-2018.4.e CAEP-K-6-2018.4.f CAEP-K-6-2018.4.g INTASC-2017.7 INTASC-2017.8	TC checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction challenges all learners.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Communication to Foster Learning and Collaboration	TC uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, inquiry,	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.

CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.a CAEP-K-6-2018.4.b CAEP-K-6-2018.4.c CAEP-K-6-2018.4.d CAEP-K-6-2018.4.e CAEP-K-6-2018.4.f CAEP-K-6-2018.4.g INTASC-2017.10	collaboration, and supportive interaction in the classroom.		
Active Engagement in Learning CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.g INTASC-2017.3 INTASC-2017.7 INTASC-2017.8	TC uses the knowledge and understanding of motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Critical Thinking and Problem Solving CAEP-K-6-2018.3 CAEP-K-6-2018.3.d INTASC-2017.5 INTASC-2017.8	TC understands and uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Questioning and Responsiveness CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f INTASC-2017.6 INTASC-2017.8	TC listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Transitions	Transitions are smooth and make logical connections between lesson activities.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Closings	TC closes lesson effectively to encourage student reflection and to assess student learning.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.

Assessment CAEP-K-6-2018.4.a CAEP-K-6-2018.4.b CAEP-K-6-2018.4.c CAEP-K-6-2018.4.d CAEP-K-6-2018.4.e CAEP-K-6-2018.4.f CAEP-K-6-2018.4.g INTASC-2017.6	TC knows, understands, and uses formative and summative assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. Candidate meets expectations at least 90% of the time.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.
Lesson Reflections CAEP-K-6-2018.5.a CAEP-K-6-2018.5.b CAEP-K-6-2018.5.c INTASC-2017.10	TC seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	Candidate meets expectations at least 70% of the time.	Candidate does not meet program expectations.

Standards

- CAEP-K-6-2018.1.a** Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
- CAEP-K-6-2018.1.b** Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- CAEP-K-6-2018.1.c** Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.
- CAEP-K-6-2018.2.a** Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
- CAEP-K-6-2018.2.b** Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
- CAEP-K-6-2018.2.c** Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
- CAEP-K-6-2018.2.d** Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.
- CAEP-K-6-2018.3** STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and

summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

- CAEP-K-6-2018.3.a** Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
- CAEP-K-6-2018.3.b** Candidates use assessment results to improve instruction and monitor learning.
- CAEP-K-6-2018.3.c** Candidates plan instruction including goals, materials, learning activities and assessments.
- CAEP-K-6-2018.3.d** Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- CAEP-K-6-2018.3.e** Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- CAEP-K-6-2018.3.f** Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.
- CAEP-K-6-2018.4.a** Candidates use a variety of instructional practices that support the learning of every child.
- CAEP-K-6-2018.4.b** Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- CAEP-K-6-2018.4.c** Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.
- CAEP-K-6-2018.4.d** Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
- CAEP-K-6-2018.4.e** Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- CAEP-K-6-2018.4.f** Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- CAEP-K-6-2018.4.g** Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.
- CAEP-K-6-2018.5.a** Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.
- CAEP-K-6-2018.5.b** Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- CAEP-K-6-2018.5.c** Candidates participate in peer and professional learning

communities to enhance student learning.

InTASC-2017.1

Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC-2017.10

Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC-2017.2

Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC-2017.3

Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

InTASC-2017.4

Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC-2017.5

Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC-2017.6

Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC-2017.7

Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC-2017.8

Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.