

KSU School of Education
Candidate Assessment & Objectives

Candidate: _____ EPP: _____

Rater: _____ Date: _____

Purpose: Pre-Assessment: _____ Formative Assessment: _____ Summative Assessment: _____

Rating scale based on Kentucky's *Framework for Teaching*:

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

ISTE Standards for Education

<https://www.iste.org/standards/for-educators>

National Educational Association for Culture and Diversity

<http://www.nea.org/tools/30402.htm>

1: Ineffective 2: Developing 3: Accomplished 4: Exemplary

<i>Framework for Teaching Domain</i>	<i>Component</i>	<i>Rating (1, 2, 3, 4)</i>	<i>InTASC Standards</i>
Domain 1: Planning & Preparation	1A. Demonstrating knowledge of content & pedagogy		#4
	1B. Demonstrating knowledge of students		#1
	1C. Selecting instructional outcomes		#7
	1D. Demonstrating knowledge of resources		#1
	1E. Designing coherent instruction		#8
	1F. Designing student assessment		#6
Domain 2: Classroom Environment	2A. Creating an environment of respect & rapport		#3
	2B. Establishing a culture of learning		#3
	2C. Managing classroom procedures		#1
	2D. Managing student behavior		#2
	2E. Organizing physical space		#3
Domain 3: Instruction	3A. Communicating with students		#5
	3B. Using questioning & discussion techniques		#8
	3C. Engaging students in learning		#5
	3D. Using assessment in instruction		#6
	3E. Demonstrating flexibility & responsiveness		#1

Domain 4: Professional Responsibilities	4A. Reflecting on teaching		#9
	4B. Maintaining accurate records		#9
	4C. Communicating with families		#9
	4D. Participating in a professional community		#9
	4E. Growing & developing professionally		#9
	4F. Demonstrating professionalism		
Domain 5: Cultural Responsiveness	5A. <i>Value diversity</i> : Accepting differences		#2
	5B. <i>Culturally Self-Aware</i> : Others skills, knowledge, beliefs, values and interest		#10
	5C. <i>Dynamics of Difference</i> : Cross-Cultural communication		#7
	5D. <i>Knowledge of Students' Culture</i> : Base Knowledge of student cultures		#2
	5E. <i>Adapting to Diversity</i> : Institutionalizing cultural knowledge		#2
Domain 6: Technology	6A. <i>Learner</i> : Identifies technological practices using technology to improve student learning		#7
	6B. <i>Leader</i> : Seeks out opportunities for leadership to support students		#10
	6C. <i>Citizen</i> : Inspire students to participate in the digital world		#5
	6D. <i>Collaborator</i> : Collaborates with colleagues and students to improve technological practices		#10
	6E. <i>Designer</i> : Design authentic learner-driven activities to accommodate students learning capacity		#8
	6F. <i>Facilitator</i> : Implement learning with technology to support students		#8
	6G. <i>Analyst</i> : Understand and use data to drive their instruction and support students		#6

TOTAL	1A-6G (Add)		
Average	1A-6G ÷ 34 (Total/34)		

Strengths:

Areas for Growth:

Objective 1:

Objective 2:

Objective 3:

<i>Date</i>	<i>Objective (by #)</i>	<i>Resources/Support Strategies</i>	<i>Outcome Assessment</i>

Candidate: _____

Evaluator (other than Candidate): _____

Date: _____

Date: _____

InTASC Standards- Kentucky Teacher Performance Standards-

The Learner and Learning.

1. Standard 1. Learner development. The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.
2. Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3. Learning environments. The teacher shall work with others to create environments that:
 - a. Support individual and collaborative learning; and
 - b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

4. Standard 4. Content knowledge. The teacher shall:
 - a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
 - b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5. Application of content. The teacher shall understand 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.

Instructional Practice

6. Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.
7. Standard 7. Planning for instruction. The teacher shall plan 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.
8. Standard 8. Instructional strategies. The teacher shall understand and use 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.

Professional Responsibility

9. Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.
10. Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
 - a. Take responsibility for student learning;
 - b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
 - c. Advance the profession.

d.