



Master in Teaching Program

Student Teaching Handbook

Section 2: Assessment Guide

Revised July 2011

This Handbook is also available on the web:
www.evergreen.edu/mit
under *Student Teaching Information*

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Introduction

The Student Teaching Handbook Assessment Guide includes three assessment tools. The first assessment tool, *The Evergreen State College Student Teaching Rubric*, is used as a formative and summative assessment to ensure that candidates meet all program performance expectations. The second assessment is the *Positive Impact on Student Learning Project*. The purpose of this project is to demonstrate, using K-12 student work and student voice, a positive impact on K-12 student growth in the chosen goals as a result of the Teacher Candidate's teaching. The third assessment, the State of Washington's *Teacher Performance Assessment (TPA)*, is a portfolio-based, external assessment of candidates' teaching skills required for recommendation for Residency Certification.

The *Student Teaching Assessment Rubric* in this *Handbook* is based on the 1996 book *Enhancing Professional Practice: A Framework for Teaching*¹ by Charlotte Danielson, a publication of the Association for Supervision and Curriculum Development.* This rubric is the MiT program's central tool for communicating expectations, providing formative and summative assessments, and ensuring that candidates have met all program and many Standard V performance expectations during student teaching. The Mentor, Teacher Candidate, and MiT faculty all use the rubrics to track and describe the Candidate's progress. Teacher Candidates are expected to reach the "Developing Teacher" level of performance in each section of the rubric by the completion of their second student teaching experience.

The *Positive Impact on Student Learning Project* requires the Candidate to demonstrate the ability to use knowledge of the students and their communities, school and state learning goals, and student data to design, implement, and assess the effectiveness of instruction. Please see page 35 for a complete explanation of the *Positive Impact on Student Learning Project*.

The State of Washington is in the process of implementing the *Teacher Performance Assessment (TPA)*, a portfolio-based, external assessment of candidates' teaching skills. Candidates must meet standard on this assessment in order to be recommended for Residency Certification. The portfolio will include video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. The specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each candidate will provide the building principal and mentor teacher with a paper copy

of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor and principal informed about the standards Washington State expects the candidate to meet. The mentor will not be evaluating the TPA portfolio but does need to work with the candidate to obtain permissions for the required videotaping.

¹ Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.

The Evergreen State College Student Teaching Rubric

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Knowledge of Content	Candidate makes content errors or does not correct content errors students make.	Candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Candidate displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationship TPA 1	Candidate displays little understanding of prerequisite knowledge important for student learning of the content or concept.	Candidate displays some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Candidate displays little understanding of pedagogical knowledge involved in student learning of the content or concept.	Candidate displays basic pedagogical knowledge but does not anticipate student misconceptions.	Candidate displays plans that build on student learning within the discipline but without focus on what students do/not understand.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Knowledge of Multi-cultural, anti-bias curriculum planning	Curriculum unit plans do not add to the conventional multicultural perspectives and materials that advance anti-bias goals	Curriculum unit plans add to the conventional curriculum multicultural perspectives and materials that advance anti-bias goals	Curriculum unit plans begin to transform the conventional curriculum with multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans transform the conventional curriculum with multicultural perspectives and materials that advance anti-bias goals

Component 1b: Demonstrating Knowledge of Students

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Knowledge of Characteristics of Age Group TPA 2	Candidate displays minimal knowledge of developmental characteristics of age group.	Candidate displays generally accurate knowledge of developmental characteristics of age group.	Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
Knowledge of Students' Approaches to Learning TPA 2	Candidate is unfamiliar with the different approaches to learning.	Candidate displays general understanding of the different approaches to learning.	Candidate displays solid understanding of the different approaches to learning.	Teacher displays appropriate knowledge of students' varied approaches to learning.
Knowledge of Students' Skills and Knowledge TPA 2	Candidate displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable.	Candidate displays understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Candidate displays understanding of students' skills and knowledge and uses the knowledge to inform instructional decisions for individuals.	Teacher draws on knowledge of social and emotional development to inform instructional decisions for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage TPA 2	Candidate displays little understanding of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Candidate displays general understanding of students' interests or cultural heritage and indicates that this knowledge is valuable.	Candidate displays knowledge of the interests or cultural heritage of groups of students (including second language, immigrant, low status, and historically marginalized) and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student. Lessons include transformative multicultural knowledge not just additive content
Understanding language demands and resources TPA 10	Candidate does not attend to students' academic language proficiency.	Candidate basically describes academic language strengths and needs of students at different levels of academic language proficiency.	Candidate solidly describes academic language strengths and needs of students at different levels of academic language proficiency.	Teacher comprehensively describes academic language strengths and needs of students at the full range of academic language proficiency.
Knowledge of language genres	Language genre(s) discussed are only tangentially related to the academic purposes of the learning segment.	The language genre(s) discussed are clearly related to the academic purposes of the learning segment and	The language genre(s) discussed are clearly related to the academic purpose of the learning segment and	The language genre discussed is clearly related to the academic purpose of the learning segment and

TPA 10		some language demands are identified.	language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified.	language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency.
Identifying vocabulary TPA 10	Candidate identifies unfamiliar vocabulary without considering other linguistic features. OR Candidate does not identify any language demands within the learning and assessment tasks.	Candidate identifies vocabulary that may be problematic for students.	Candidate identifies essential vocabulary for students to actively engage in specific language tasks.	Teacher identifies for instruction related clusters of vocabulary.

Component 1c: Selecting Learning Targets in the Context of Essential Understandings

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Value TPA 1	Big ideas or essential understandings are not valuable and represent low expectations or no conceptual understanding for students. Learning targets do not reflect important learning.	Big ideas or essential understandings are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Big ideas or essential understandings are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the big ideas or essential understandings valuable, but the Teacher can also clearly articulate how learning targets establish high expectations and relate to curriculum frameworks and standards.
Washington State Learning Standards TPA 1	Big ideas or essential understandings are not reflective of the school district's application of the State of Washington Student Learning Standards.	Big ideas or essential understandings are moderately appropriate in meeting the school district's application of the State of Washington Student Learning Standards.	Big ideas or essential understandings are appropriate in meeting the school district's application of the State of Washington Student Learning Standards.	Not only are the big ideas or essential understandings appropriate, but the Teacher can articulate how the learning targets contribute substantially to the State of Washington Student Learning Standards.
Clarity TPA 1,2	Big ideas or essential understandings are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Big ideas or essential understandings are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the big ideas or essential understandings are clear and may include a few activities. Most permit viable methods of assessment.	All the big ideas or essential understandings are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students TPA 1	Big ideas or essential understandings are not suitable for the class.	Most of the big ideas or essential understandings are suitable for most students in the class.	All the big ideas or essential understandings are suitable for most students in the class.	Big ideas or essential understandings take into account the varying learning needs of individual students or groups
Balance TPA 1	Learning targets reflect only one type of learning and one discipline or strand.	Learning targets reflect several types of learning but no effort at coordination or integration.	Learning targets reflect several different types of learning and opportunities for integration.	Learning targets reflect student initiative in establishing important learning.

Component 1d: Demonstrating Knowledge of Resources

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Resources for Teaching	Candidate is unaware of resources available through the school or district.	Candidate displays limited awareness of resources available through the school or district.	Candidate is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, the Teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Candidate is unaware of resources available to assist students who need them.	Candidate displays limited awareness of resources available through the school or district.	Candidate is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, the Teacher is aware of additional resources available through the community

Component 1e: Designing Coherent Instruction
Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Learning Tasks TPA 1,2	Learning tasks are neither grade for grade level nor to learning targets and big ideas. Learning tasks do not build on each other and do not reflect recent professional research.	Only some of the learning tasks are appropriate to grade level or to learning targets and big ideas. Progression of tasks in the unit is uneven. Only some learning tasks build on each other and reflect recent professional research.	Most of the learning tasks are appropriate to both grade level and to learning targets and big ideas. Progression of tasks in the unit is fairly even. Most learning tasks build on each other and reflect recent professional research.	Learning tasks are highly appropriate to both grade level and to learning targets and big ideas. Learning tasks progress to build student understanding, and reflect recent professional research.
Instructional Materials Resources, and Technology TPA 1,2	Materials and resources do not support the learning targets and big ideas or scaffold students toward understanding.	Some of the materials and resources support the learning targets and big ideas, and some scaffold students toward understanding.	All materials and resources support the learning targets and big ideas, and most scaffold students toward understanding.	All materials and resources support the learning targets and big ideas, and scaffold students toward understanding. There is evidence of student participation in selecting or adapting materials.
Instructional Groupings TPA 1,2	Instructional groupings do not support the learning targets and offer no variety.	Instructional groupings are inconsistent in suitability to the learning targets and offer minimal variety.	Instructional groupings are varied, as appropriate to the different learning targets.	Instructional groupings are varied, as appropriate to the different learning targets. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure TPA 1,2	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that learning tasks are organized around. Time allocations are reasonable.	The lesson or unit structure is clear and allows for different pathways according to student needs. Attention given to critical thinking and problem solving.

Supporting Academic Language Development TPA 11	Candidate gives little or sporadic support to students to meet the language demands of the learning tasks. OR Language and/or content is oversimplified to the point of limiting student access to the core content of the curriculum.	Candidate uses scaffolding or other support to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments, including selected genres and key linguistic features.	Candidate begins to use scaffolding or other support to provide access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.	Teacher uses scaffolding or other support to provide access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.
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Component 1f: Assessing Student Learning

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Alignment with Learning Targets TPA 3,6	Content and methods of assessment lack congruence with learning targets and big ideas.	Some of the learning targets and big ideas are assessed through the proposed approach.	All the learning targets and big ideas are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the learning targets and big ideas, both in content and process.
Assessment of Washington State Standards TPA 6	Assessment is not reflective of the school district's application of the State of Washington Student Learning Goals & Standards.	Assessment is moderately appropriate in meeting the school district's application of the State of Washington Student Learning Goals & Standards.	Assessment is appropriate in meeting the school district's application of the State of Washington Student Learning Goals & Standards.	Not only is the assessment appropriate, but the Teacher articulates how the assessment substantially reflects the State of Washington Student Learning Goals & Standards.
Use for Planning TPA 7	Next steps are not relevant to the assessment results of the standards/learning targets.	Next steps follow from an emerging analysis of assessment results and are related to the standards/learning targets.	Next steps follow from an solid accurate analysis of student learning and air at improving student understanding of important features of the standards/learning targets.	Next steps demonstrate a strong understanding of both the identified content and language standards/learning targets and of individual students and/or subgroups.
Academic Language Development TPA 11	Candidate does not articulate why instructional strategies chosen are likely to support aspects of students' language development.	Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development.	Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency.	Teacher articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.

*Note: check lesson plans and Positive Impact project or TPA unit for alignment between learning targets and assessments

Component 1g: Maintaining Accurate Records*

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Student Completion of Assignments	Candidate's system for maintaining information on student completion of assignments is in disarray.	Candidate's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Candidate's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Candidate has no system for maintaining information on student progress in learning, or the system is in disarray.	Candidate's system for maintaining information on student progress in learning is rudimentary and partially effective.	Candidate's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Other Records	Candidate's records for other activities (e.g. attendance, lunch count) are in disarray, resulting in errors and confusion.	Candidate's records for other activities (e.g. attendance, lunch count) are adequate, but they require frequent monitoring to avoid error.	Candidate's system for maintaining information on other activities (e.g. attendance, lunch count) is fully effective.	Teacher's system for maintaining information on other activities (e.g. attendance, lunch count) is highly effective, and students contribute to its maintenance.

* Note: Positive Impact Project and other lesson plans can be used to provide additional evidence of competence

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Democratic Classroom Management System	Candidate's classroom management system does not value cultural diversity or seek the active participation of all students	Candidate's classroom management system values cultural diversity and occasionally seeks the active participation of all student-citizens.	Candidate's classroom management system is designed to create a learning community that consistently values cultural diversity and regularly seeks the active participation of all student-citizens.	Teacher creates classroom as a learning community by valuing cultural diversity and seeking the active participation of all student-citizens in the social and learning environment.
Interaction with Students*	Candidate interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Candidate.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit minimal respect for the Candidate.	Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the Candidate.	Teacher demonstrates genuine caring and respect for individual students & a developmentally appropriate anti-bias perspective. Students exhibit respect for Teacher as an individual, beyond that for the role.
Response to Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs without response by the Candidate.	Student interactions occasionally demonstrate negative behavior toward one another and the Candidate intervenes.	Student interactions are generally polite and respectful as reinforced by the Candidate.	Students demonstrate genuine caring for one another as individuals and as students as reinforced and modeled by the Teacher.

* See lesson plans for explicit explanation of steps for assuring inclusive learning community

Component 2b: Establishing a Culture for Learning

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Importance of the Content TPA 4	Candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement TPA 4	Learning targets and tasks, interactions, and the classroom environment convey only modest expectations for student achievement.	Learning targets and tasks, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Learning targets and tasks, interactions, and the classroom environment convey high expectations for student achievement.	Both students and Teacher establish and maintain through planning of learning tasks, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures and Environment

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Management of Instructional Groups	Students not working with the Candidate are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when the Candidate is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties (e.g. attendance, lunch count).	Systems for performing non-instructional duties (e.g. attendance, lunch count) are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties (e.g. attendance, lunch count) are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties (e.g. attendance, lunch count) are well established, with students assuming considerable responsibility for efficient operation.
Safety and Arrangement of Furniture	The classroom is unsafe, inaccessible, and/or the furniture arrangement is not suited to the learning tasks.	The classroom is safe and accessible, and classroom furniture is adjusted for the learning tasks, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe and accessible, and the furniture arrangement is a resource for learning tasks.	The classroom is safe and accessible, and students adjust the furniture to advance their own purposes in learning.

Component 2d: Managing Student Behavior

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Expectations	No standards of conduct have been established, or students are confused as to what the standards are.	Standards of conduct have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the Candidate is unaware of what students are doing.	Candidate is generally aware of student behavior but may miss the activities of some students.	Candidate is alert to student behavior at all times.	Monitoring by Teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Candidate does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Candidate responds to student misbehavior but with uneven results, or no serious disruptive behaviors occur.	Candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 3: Instruction
Component 3a: Communicating Clearly and Accurately
Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Directions and Procedures	Candidate directions and procedures are confusing to students.	Candidate directions and procedures are clarified after initial student confusion or are excessively detailed.	Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques
Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Quality of Questions TPA 5	Candidate's questions are all of poor quality.	Candidate's questions are a combination of low and high quality. Only some invite a response.	Candidate's questions are of high quality and help all students develop critical thinking and problem solving skills. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques TPA 5	Interaction between Candidate and students is predominantly recitation style, with teacher mediating all questions and answers.	Candidate begins to engage students in a discussion, with uneven results.	Classroom interaction represents discussion, with Candidate stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation TPA 5	Only a few students participate in the discussion.	Candidate attempts to engage all students in discussion with limited success.	Candidate engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning*Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Representation of Content TPA 2	Representation of content is inappropriate and unclear or uses poor examples and analogies, provides no support for academic language.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow; some support for academic language.	Representation of content is appropriate and links well with students' knowledge and experience; tangible support for academic language.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation. Academic language well-supported.
Learning Tasks TPA 2	Learning tasks are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. Little to no support to meet the language demands of the learning tasks.	Some activities and assignments are appropriate to students and engage them mentally, but others do not. Some support to meet the language demands of the learning tasks.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. Specific support to meet the language demands of the learning tasks.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. Language demands of the learning tasks well-supported.
Learning Tasks Supporting Standards TPA 2	Learning tasks are not reflective of the school district's application of the Washington Student Learning Goals and Standards.	Learning tasks are moderately appropriate in meeting the school district's application of Washington Student Learning Goals and Standards.	Learning tasks are appropriate in meeting the school district's application of the Washington Student Learning Goals and Standards.	Learning tasks are appropriate, and the Teacher can articulate how the learning tasks contribute substantially to Washington Student Learning Goals and Standards.
Grouping of Students	Instructional groups are inappropriate to the students or to the learning targets.	Instructional groups are somewhat appropriate to the students or moderately successful in advancing the learning targets of a lesson.	Instructional groups are productive and fully appropriate to the students or to the learning targets of a lesson.	Students take the initiative to influence productive and appropriate instructional groups to advance their understanding.
Instructional Materials, Resources, and Use of	Instructional materials and resources are unsuitable to the learning targets and big ideas do not engage students	Instructional materials and resources are partially suitable to the learning targets and big ideas, or	Instructional materials, and resources, including computer-based technologies, are suitable to the learning	Students initiate the choice, adaptation, or creation of suitable and engaging materials, including

Technology	mentally.	students' level of mental engagement is moderate.	targets and big ideas and engage students mentally.	technologies, to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Providing Feedback to Students

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Quality: Accurate, Substantive, Constructive, and Specific TPA8	Feedback focuses solely on errors with no elaboration or is vague.	Feedback accurately identifies what students did well and areas for improvement related to specific learning targets.	Specific and accurate feedback helps the student understand what s/he did well, and provides guidance for improvement.	Specific and accurate feedback on content and academic language helps the student understand what s/he did well, and provides guidance for improvement.
Timeliness TPA8	Feedback is not provided in a timely manner.	Feedback is inconsistently provided in a timely manner.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
Student Use of Feedback TPA8	Candidate does not provide opportunities for applying feedback. OR Candidate feedback contains significant inaccuracies	Candidate describes how students will use feedback to correct their errors.	Candidate describes how students will use feedback to improve their work or their understanding and how students will use self-assessment.	Teacher describes how students will use feedback to improve their work or their understanding and to evaluate their own work.

Component 3e: Demonstrating Flexibility and Responsiveness

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Lesson Adjustment TPA 7	Candidate adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Candidate begins to adjust a lesson, with mixed results.	Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students TPA 7	Candidate ignores or brushes aside students' questions or interests.	Candidate begins to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Candidate accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence TPA 7	When a student has difficulty learning, the Candidate either gives up or blames the student or the environment for the students' lack of success.	Candidate accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Student Learning

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Ability to accurately assess learning TPA 4,6,7	Candidate does not use or accurately interpret student work to inform instructional decisions.	Candidate generally interprets student work to inform instructional decisions.	Candidate makes an accurate assessment of student work to inform instructional decisions and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of student work to inform instructional decisions, citing many specific examples and weighing the relative strength of each.
Effectiveness with Diverse Students TPA 4,6,7	Candidate is unaware or profoundly misjudges how appropriate the lesson was for diverse students (e.g., students of different cultures, second language learners, immigrant children, students of low socio-economic background).	Candidate has some awareness of how appropriate the lesson was for diverse students.	Candidate begins to assess the appropriateness of the methods, curriculum, and assessment for some of the diverse students who participated in the lesson.	Teacher can assess accurately the appropriateness of the methods, curriculum, and assessment for all of the diverse students who participated in the lesson.
Use in Future Teaching TPA 4,6,7	Candidate has no suggestions for how a lesson may be improved.	Candidate makes general suggestions about how a lesson may be improved.	Candidate makes specific suggestions about how a lesson may be improved.	Drawing on an extensive repertoire of skills, the Teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Communicating with Families**Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Information About the Instructional Program	Candidate provides little information about the instructional program to families.	Candidate participates in the school's activities for parent communication but offers little additional information.	Candidate provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Candidate provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Candidate adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Candidate communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Candidate makes modest and inconsistently successful attempts to engage families in the instructional program.	Candidate's efforts to engage families in the instructional program are frequent, caring, and successful with attention to culturally apropos ways of family involvement.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

* Candidate journals/field notes can be used to document communication with families.

Component 4c: Contributing to the School and District

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Relationships with Colleagues	Candidate's relationships with colleagues are negative or self-serving.	Candidate maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty .
Collaborating in and contributing to school improvement	Candidate does not participate collaboratively and professionally in school activities and /or does not use appropriate and respectful verbal and written communication.	Candidate sometimes participates collaboratively and professionally in school activities and uses appropriate and respectful verbal and written communication.	Candidate actively participates collaboratively and professionally in school activities and always uses appropriate and respectful verbal and written communication.	Teacher assumes leadership role in collaboration and professionally in school activities and is always respectful in verbal and written communication.

Component 4d: Growing and Developing Professionally

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Enhancement of Content Knowledge and Pedagogical Skill	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
Uses colleague feedback to improve teaching practice	Candidate is reluctant or defensive in receiving and acting on colleague feedback to improve teaching practice	Candidate sometimes receives and acts on colleague feedback to improve teaching practice	Candidate positively receives and frequently acts on colleague feedback to improve teaching practice	Teacher actively seeks out feedback from colleagues to improve instruction.
Reflects in writing upon Own Cultural Encapsulation*	Candidate makes no effort to reflect upon his/her own cultural perspective or to come to know how that perspective influences his/her understanding of and actions toward individuals from groups different than his/her received culture.	Candidate is limited in being able to acknowledge and critically reflect upon his/her own cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different than his/her received culture.	Candidate is able to acknowledge and critically reflect upon his/her own cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different than his/her received culture.	Teacher uses insights of cultural encapsulation to make culturally appropriate contributions to student learning and school improvement activities.

* This element requires a word-processed reflection to be turned into the College Faculty no later than week 9 of student teaching.

Component 4e: Showing Professionalism

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Multicultural and Anti-bias Advocacy	Candidate contributes to school practices that result in some students being ill served by the school.	Candidate does not contribute to some students being ill served by the school.	Candidate works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally under-served, are honored in the school.
Professional Decision Making	Candidate makes decisions based on self-serving interests.	Candidate's decisions are based on limited though genuinely professional considerations.	Candidate maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making.

Glossary

State of Washington Phrases

Term	Description
<i>State of Washington Student Learning Goals*</i>	“...the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to: “(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings; “(2) Know and apply the core concepts and principles of mathematics; social, physical, and life science; civics and history; geography; arts; and health and fitness; “(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and “(4) Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.”
<i>State of Washington Essential Academic Learning Requirements*</i>	“...more specific academic and learning technical skills and knowledge, based on the student learning goals....Essential academic learning requirements shall not limit the instructional strategies used by schools and school districts or require the use of specific curriculum.”
<i>Commission on Student Learning*</i>	“The primary purposes of the commission are to identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals . . . , to develop student assessment and school accountability systems, and to take other steps necessary to develop a performance-based education system.”

* The description of the Student Learning Goals, Essential Academic Learning Requirements, the Commission on Student Learning are from House Bill 1209, “Education Reform -- Improvement of Student Achievement,” which became state of Washington law July, 1993.

Evergreen Master in Teaching Program Phrases

Term	Description
<i>Full-time student teaching</i>	The inclusive dates for when a Candidate is assigned to a specific student teaching site. The minimum daily start/finish times at the school site correspond directly with the Cooperating Teacher-Mentor's contracted time for his or her school district/building.
<i>Solo student teaching/lead teacher</i>	When the Candidate assumes the full-time planning, teaching, and assessment responsibilities of the Cooperating Teacher-Mentor for a minimum of 3 consecutive weeks of each full-time student teaching assignment. In the co-teaching model, the Candidate assumes the lead in the co-teaching relationship for a minimum of 3 consecutive weeks.
<i>Democratic Classrooms</i>	Classrooms which create a learning community by valuing cultural diversity and by seeking the active civic participation of all student-citizens in the social and learning environment.
<i>Cultural Encapsulation</i>	The degree to which an individual is able to acknowledge and critically reflect upon his/her own received cultural perspectives and comes to know how one's perspectives influence his/her understanding of and actions toward individuals from groups different than his/her received culture.
<i>Positive Impact on Student Learning (PISL)</i>	A positive impact on student learning means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements. WAC 181-78A-010 (8)
<i>Academic Language</i>	Academic language differs from everyday language. The differences include: • a defined system of genres with explicit expectations about how texts are organized to achieve academic purposes; • precisely-defined vocabulary to express abstract concepts and complex ideas; • more complex grammar in order to pack more information into each sentence; • a greater variety of conjunctions and connective words and phrases to create coherence among multiple ideas; • textual resources (formatting conventions, graphics and organizational titles and headings) to guide understanding of texts Academic language also includes instructional language needed to participate in learning and assessment tasks, such as:

	• discussing ideas and asking questions, • summarizing instructional and disciplinary texts, • following and giving instructions, • listening to a mini-lesson, • explaining thinking aloud, • giving reasons for a point of view, • writing essays to display knowledge on tests. Academic language takes the form of many genres. Genres are generic designs applicable across multiple topics to guide the process of interpreting or constructing texts. The designs are structured to achieve specific purposes related to a particular cultural (e.g., community of modern artists, parent community) and situational context (e.g., classroom discussion, test, review of an art show, a journal documenting the design and production of an artwork).
<i>Grade Level Expectations (GLE)</i>	An objective that states a goal or benchmark that students are expected to meet at a particular grade level in a particular subject.
<i>Classroom Based Assessment (CBA)</i>	Refers to one of the 29 OSPI-developed classroom-based assessments that could be used to assess student ability to meet the GLE. CBAs are the Washington Assessment of Student Learning in social studies.
<i>Classroom Based Performance Assessment (CBPA)</i>	Arts assessments that can be used by teachers in the classroom throughout the school year to gauge student understanding of the learning standards for dance, music, theatre, and visual arts.
<i>Performance Expectations (PE)</i>	Describe what students should know and be able to do at each grade level. These statements are designed to provide clear guidance to teachers about the mathematics that is to be taught and learned.
<i>Multiculturalism</i>	“a philosophical position and movement that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of its institutionalized structures but especially in educational institutions, including the staff, norms and values, curriculum, and student body” (Grant & Ladson-Billings, 1997, p. 182).
<i>Multicultural perspective /approach</i>	(a) An inclusive orientation that is manifested in instructional planning and the classroom environment through the interactions of <i>caring, culturally responsive teaching, a learning community, democratic classroom management, multiculturalism, multicultural education, and transformative academic knowledge.</i> (b) evident when educators “explore alternatives to systemic problems that lead to academic failure for many students[;]... fosters the

	design and implementation of productive learning environments, diverse instructional strategies, and a deeper awareness of how cultural and language differences can influence learning. School reform with a multicultural perspective thus needs to begin with an understanding of multicultural education with a <i>sociopolitical context</i>" (Nieto, 1997, p. 389). (c) organization of curricular "concepts around the perspectives of different ethnic, gender, socioeconomic, and ability groups, and curriculum is culturally responsive to the culture, language, and learning styles of students" (Grant & Ladson-Billings, 1997, p. 175).
<i>Multicultural education</i>	(a) "<i>a total school reform effort designed to increase educational equity for a range of cultural, ethnic, and economic groups</i>" (emphasis in original) (Banks, 1993b, p. 6; also see Banks, 2001). (1) "prepares all students to work actively toward structural equality in the organizations and institutions of the United States... (2) "[provides] knowledge about the history, culture, and contributions of the diverse groups that have shaped the history, politics, and culture of the United States... (3) "provides instruction in familiar contexts that are built upon student's diverse ways of thinking... (4) "teaches critical thinking skills, as well as democratic decision making, social action, and empowerment skills (Grant & Ladson-Billings, 1997, pp. 171-172). (b) <i>Dimensions</i> include (1) content integration for an inclusive elementary and secondary school curriculum, (2) multicultural knowledge construction processes, (3) prejudicial discrimination reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).
<i>Culturally Responsive Teaching</i>	(a) Teaching that uses "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming" (Gay, 2000, p. 28). (b) supports "empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion" (Gallego et al.,

	2001, p. 982).
<i>Culture</i>	(a) “The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion” (Nieto, 2000, p. 383). (b) “in relationship to school learning...those values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional, and social development among members of particular group[;]...provides the conditions under which human growth and development naturally occur” (Grant & Ladson-Billings, 1997, p.74)

Concepts from Assessment Component 3c: Engaging Students in Learning

Term	Description
<i>Representation of Content</i>	All teachers face the challenge of helping students understand new content. How this is presented, or represented, to students has enormous bearing on their understanding. Skilled teachers select examples and metaphors that illuminate the new ideas and skills, connecting new content to students’ knowledge, interests, and a school’s culture. Presentation of content can take the form of oral description, visual presentation (through some type of graphic organizer), or teacher-led discussion.

Concepts from Assessment Component 3c: Engaging Students in Learning (continued)

Term	Description
<i>Activities and Assignments/ Learning Tasks</i>	For students to engage deeply with content, they must participate in learning activities/learning tasks that challenge them to construct understanding. These activities and assignments may take many forms and depend on the context, but they tend to share certain characteristics: • Emphasize problem-based learning • Permit student choice and initiative • Encourage depth rather than breadth • Require student thinking

	• Designed to be relevant and authentic
<i>Grouping of Students</i>	Students may be grouped in many different ways to enhance their level of engagement: • in a single, large group led either by the teacher or another student; • in small groups, either independently or in an instructional setting with a teacher; and • independently. In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students can choose their own grouping, with partners, in triads, or in other configurations. Teacher decisions about student groupings are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and should serve those purposes.

Concepts from Assessment Component 3c: Engaging Students in Learning (continued)

Term	Description
<i>Use of Instructional Materials and Resources</i>	Instructional materials can include any items that assist students in engaging with content. Instructional materials are not, in themselves, engaging or unengaging; rather it is a teacher's and students' use of the materials that is the determinant.
<i>Structure and Pacing</i>	Pacing in the classroom is appropriate to the students and content, and suitable opportunities for closure are provided. Students do not feel rushed in their work; nor does time drag while some students are completing their work. A well-designed lesson has a defined structure, and students know where they are in that structure.

Evergreen State College Student Teaching Assessment Rubric

Outline Version

Domain 1: Planning and Preparation

A: *Demonstrating Knowledge of Content and Pedagogy* - Elements: knowledge of content; knowledge of prerequisite relationships; knowledge of content-related pedagogy; and knowledge of multicultural, anti-bias curriculum planning, understanding language demands and resources, knowledge of language genres, identifying vocabulary.

B: *Demonstrating Knowledge of Students* - Elements: knowledge of (developmental) characteristics of age group; knowledge of students' varied approaches to learning; knowledge of students' skills and knowledge; and knowledge of students' interests and cultural heritage.

C: *Selecting Learning Targets in the Context of Essential Understandings* - Elements: value; Washington State Learning Standards; clarity; suitability for diverse learners; and balance.

D: *Demonstrating Knowledge of Resources* - Elements: resources for teaching; and resources for students.

E: *Designing Coherent Instruction* - Elements: learning tasks; instructional materials, resources, and technology; instructional groupings; and lesson and unit structure, supporting academic language development.

F: *Assessing Student Learning* - Elements: alignment with learning targets; assessment of Washington State Standards; use for planning, academic language development.

G: *Maintaining Accurate Records* - Elements: student completion of assignments; student progress in learning; and other records.

Domain 2: The Classroom Environment

A: *Creating an Environment of Respect and Rapport* - Elements: democratic classroom management system; Candidate interaction with students; and response to student interaction.

B: *Establishing a Culture for Learning* - Elements: importance of the content; and expectations for learning and achievement.

C: *Managing Classroom Procedures and Environment* - Elements: management of instructional groups; management of transitions; management of materials and supplies; performance of non-instructional duties; and safety and arrangement of furniture.

D: *Managing Student Behavior* - Elements: expectations; monitoring of student behavior; and response to student misbehavior.

Domain 3: Instruction

A: *Communicating Clearly and Accurately* - Elements: directions and procedures; and oral and written language.

B: *Using Questioning and Discussion Techniques* - Elements: quality of questions; discussion techniques; and student participation.

C: *Engaging Students in Learning* - Elements: representation of content; learning tasks, learning tasks supporting standards; grouping of students; instructional materials, resources, and uses of technology; and structure and pacing.

D: *Providing Feedback to Students* - Elements: quality: accurate, substantive, constructive, and specific; timeliness; and student use of feedback.

E: *Demonstrating Flexibility and Responsiveness* - Elements: lesson adjustment; response to students; and persistence.

Domain 4: Professional Responsibilities

A: *Reflecting on Student Learning* - Elements: ability to accurately assess learning; effectiveness with diverse students; and use in future teaching.

B: *Communicating with Families* - Elements: information about instructional program; information about individual students; and engagement of families in the instructional program.

C: *Contributing to the School and District* - Elements: relationships with colleagues; collaborating in and contributing to school improvement.

D: *Growing and Developing Professionally* - Elements: enhancement of content knowledge and pedagogical skill; uses colleague feedback to improve teaching practice; and reflects upon own cultural encapsulation.

E: *Showing Professionalism* - Elements: multicultural and anti-bias advocacy; and professional decision making.

* The "Student Teaching Assessment Rubric" is based on *Enhancing Professional Practice: A Framework for Teaching* (©1996) by Charlotte Danielson, Alexandria, VA: Association for Supervision and Curriculum Development. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College

Positive Impact on Student Learning Project

Definition and Description of the Project

The Positive Impact on Student Learning Project is typically completed during the solo student teaching experience or during the phase of co-teaching when the Candidate is acting as lead teacher. Through the project, the Candidate uses pre, formative, and post assessments to systematically document the academic progress of her/his students during a unit of instruction. The Candidate plans and reflects on the unit using her/his knowledge of relevant classroom, school, community, and student contexts; knowledge of culturally and linguistically appropriate, multi-cultural, anti-bias teaching; knowledge of student characteristics; knowledge of state learning goals; and knowledge of content, pedagogy and assessment to develop, implement, assess, and adjust learning experiences for students. In addition to documenting the progress of the entire class, the Candidate selects 3-5 students of various ability levels and closely documents and presents the students' development toward mastery of 1-2 of the unit's Grade Level Expectations (GLEs), Performance Expectations (math/science) or Frameworks. **The purpose of this project is to demonstrate, using student work and student voice, a positive impact on K-12 student growth in the chosen goals as a result of the Teacher Candidate's teaching.**

Goals of the Project

Positive Impact project is an essential aspect of the MiT program, serving six important purposes related to Standard V:

1. to assess candidates' abilities to articulate clear learning targets aligned with learning standards and outcomes.
2. to assesses candidates' abilities to use standards based pre and formative assessments to shape learning experiences to meet students' diverse needs.
3. to assess candidates' skills in using post assessment to determine students' progress toward the learning targets.
4. to provide an opportunity for candidates to refine their reflective skills and to use data to articulate what worked in a lesson and what needs to be changed in order to support students' learning.
5. to assess the candidate's ability to demonstrate her/his **Positive Impact on Student Learning**. Specifically, the Candidate must demonstrate the ability to use **student** "voice", NOT the candidates' attitudes, interpretations, lesson plans, instructional skills, etc., to demonstrate that the **student** can a) identify what she/he is learning and why the learning is important, and b) explain where she/he is in the process and what her/his strategies, next steps, and resources are.

Candidate Assignment

The Positive Impact on Student Learning Project focuses on eight teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is outlined with guidelines for completing the task and corresponds to the rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your Project. The guidelines help you document the extent to which you have met each standard. You are required to teach a comprehensive unit. **Before** you teach the unit, you will describe contextual factors, identify learning goals based on state content standards, create an assessment plan designed to measure student metacognitive and academic performance for both before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. **After** you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Assessment Documentation

This is primarily a **student** assessment project. It determines students' growth toward target GLEs, Performance Expectations, and Frameworks as well as the candidates' positive impact on student learning. The core assessment documentation includes:

- **Pre-assessment instruments and results** showing each selected student's knowledge and skills in relation to the unit's GLEs, Performance Expectations, or Frameworks;
- **Formative assessment instruments and assessment results** showing student learning at multiple points during the implementation of the curricular unit;
- **Summative assessment instruments and assessment results** documenting student learning at the conclusion of the unit;
- **Positive Impact on Student Learning evidence:** Written notes from interviews with each of the 3 – 5 targeted students (two interviews per student at different times during the project) describing their responses to the following questions: What learning outcome are you working toward? Why is this learning important? How is your learning being evaluated? What progress have you made with regards to this learning? How do you know? What steps would you need to take next? What resources might you use? Or other written evidence such as exit slips, student self reflections or goal setting forms, etc. that reflect student metacognition.
- **A chart illustrating whole class results** of assessments over time
- **Charts illustrating individual results** of assessments over time
- **A self-reflection and evaluation that uses the assessment results** to create a written narrative that describes the unit's impact on student learning. This narrative includes information gathered in the Positive Impact Interviews as well as the candidate's reflections about how this information might inform his/her teaching.

State of Washington Assessment of Teacher Candidates

The State of Washington is in the process of developing the *Teacher Performance Assessment (TPA)*, a portfolio-based, external assessment of candidates' teaching skills. Candidates must meet standard on this assessment in order to be recommended for Residency Certification. The portfolio will include video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. The specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each candidate will provide the building principal and mentor teacher with a paper copy of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor and principal informed about the standards Washington State expects the candidate to meet. The mentor will not be evaluating the TPA portfolio but does need to work with the candidate to obtain permissions for the required videotaping.