

College of Coastal Georgia
Department of Education and Teacher Preparation
Candidate Assessment on Performance Standards (CAPS)

The following observation instrument was developed using the expectations set forth within the Georgia Department of Education Teacher Keys Effectiveness System (TKES) performance standards (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>) in order to align pre-service teacher expectations to those set forth for in-service teachers in the state of Georgia.

Instructions for Use During Lesson Observation

This observation instrument will be used to provide feedback to teacher candidates across five domains following a formal lesson observation: 1) Planning, 2) Instructional Delivery, 3) Assessment of and for Learning, 4) Learning Environment, and 5) Professionalism and Communication. For each of the domains, the evaluator will determine the extent to which performance indicators aligned to the domain are met using the rubric below.

<i>Level I – Below Target</i>	<i>Level II – Approaches Target</i>	<i>Level III – Meets Target</i>	<i>Level IV – Exceeds Target</i>
20% or less of performance indicators met	21%-50% of performance indicators met	51%-90% of performance indicators met	91% or more of performance indicators met

For the professionalism and communication domain, the evaluator will base the rating on the discussion that occurs with the candidate post-observation. During this post-observation conference, the evaluator will specifically cite instances where the candidate reflected on specific strengths and areas to improve to indicate engagement in reflective practice as part of the evidence. For each of the domains, the evaluator will indicate a rating. Specific evidence using the performance indicators (and additional qualitative feedback, as desired) must be included to substantiate the rating.

Domain Requirements and Criteria

The observation instrument provides a unique opportunity for candidates to document growth as they advance in their respective programs. Candidates will be evaluated using the same level of expectation regardless of the point of progression in any given program. Criteria for what constitutes satisfactory performance in an indicated point of progression in a program has been determined by faculty across teacher education programs. Candidates must score a minimum of *Level II – Approaches Target* for each of the domains indicated in the table below in order to advance in the respective program. Note that the domains are spiraling. This means that in each subsequent semester, the candidate must score a minimum of *Level II – Approaches Target* on the indicated domains for that semester and the domains indicated in previous semesters in order to receive a grade of satisfactory in the associated practicum course and advance in the program. In the unusual circumstance that a candidate scores a *Level I – Below Target* on only one required domain, a professional improvement plan (PIP) will be initiated at the discretion of the Director of Field Experience, Certification, and Outreach, practicum supervisor, and practicum instructor. If a candidate fails to complete the required professional development activities indicated in the PIP, the candidate will be subject to receiving a failing grade in the associated practicum course. In order to receive a grade of satisfactory in practicum 4 (student teaching) and be able to graduate, candidates must provide evidence that they received ratings of *Level III – Meets Target* across a minimum of four domains.

Early Childhood and Special Education	Middle Grades Education	Secondary Education
Practicum 1: Professionalism and Communication Learning Environment	Practicum 1/2: Professionalism and Communication Learning Environment Planning Instructional Delivery	Practicum 1/2: Level II – Approaches Target required across all domains
Practicum 2: Professionalism and Communication Learning Environment Planning Instructional Delivery		
Practicum 3: Level II – Approaches Target required across all domains	Practicum 3: Level II – Approaches Target required across all domains	Student Teaching: Level III – Meets Target required across a minimum of four domains.
Student Teaching: Level III – Meets Target required across a minimum of four domains.	Student Teaching: Level III – Meets Target required across a minimum of four domains.	

Instructions Following Lesson Observation

Following the observation, teacher candidates will be expected to reflect on their practice documenting identified strengths and areas for growth using departmental reflection prompts. This informal reflection must occur prior to the post-observation conference with the evaluator and must be completed within three days of the lesson plan implementation. When the informal reflection is completed, teacher candidates are responsible for scheduling a debriefing conference with the evaluator. During this debriefing conference, the evaluator will provide detailed feedback across all domains citing specific evidence to substantiate each rating provided. Following the debriefing conference, the evaluator and the teacher candidate will sign and date the document indicating that feedback was provided to the teacher candidate.

Determination of Successful Observation

Following the debriefing conference, the teacher candidate will refer to the domain requirements and criteria for the appropriate point of progression within the teacher education program. In the event that a candidate receives a *Level I – Below Target* rating on any domain, the candidate will determine if he/she wishes to: a) schedule another observation with the same evaluator to incorporate feedback provided and demonstrate improvement or b) request an observation from another faculty member within the Department of Education and Teacher Preparation as agreed upon by the evaluator. The domains are used to determine if a candidate will receive a passing grade in an associated practicum course. Any candidate who fails to meet the domain requirements and criteria for the indicated point of progression in a teacher education program is subject to receiving a failing grade for the associated practicum course.

Teacher Candidate		School	
Program/Course		Grade Level	
Date/Time of Observation		Content Area	
Name of Evaluator		Mentor Teacher	

DOMAIN 1: PLANNING	
Performance Standard 1: Professional Knowledge <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>	Performance Standard 2: Instructional Planning <i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.</i>
Performance Indicators Observed	
<ul style="list-style-type: none"> ○ aligns to grade-level standards ○ identifies and aligns to observable and measurable objectives ○ demonstrates accurate, deep, and current content knowledge ○ links present content with past and future learning ○ incorporates evidence-based practices identified in relevant/current research and theory ○ incorporates developmental and age-related needs ○ develops a plan that is clear, logical, sequential, and integrated across the curriculum, as appropriate 	<ul style="list-style-type: none"> ○ plans instruction effectively for content mastery, pacing, and transitions ○ plans to meet the diverse needs of learners including readiness, interest, and/or learning preferences ○ plans to use a wide variety of resources to support whole group, small group, and individual learning ○ _____ ○ _____
Rating: _____ Level I-Below Target _____ Level II-Approaches Target _____ Level III-Meets Target _____ Level IV-Exceeds Target	
Additional Qualitative Evidence	

DOMAIN 2: INSTRUCTIONAL DELIVERY	
Performance Standard 3: Instructional Strategies <i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>	Performance Standard 4: Differentiated Instruction <i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>
Performance Indicators Observed	
The teacher candidate... <ul style="list-style-type: none"> ○ builds upon existing knowledge, skills, and experiences of students ○ explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner ○ reinforces learning objectives consistently throughout the lesson ○ uses a variety of instructional strategies and resources (including technology, as appropriate) to enhance student learning ○ uses multiple levels of questioning to stimulate and monitor student learning ○ communicates material clearly and checks for student understanding ○ provides opportunities for remediation, enrichment, and/or acceleration as appropriate to the learner(s) ○ adapts instruction "just in time" based on formative feedback ○ _____ 	The P-12 students... <ul style="list-style-type: none"> ○ demonstrate active engagement as evidenced by body language, classroom talk, noise level, and/or student work samples ○ act as a learning community with active participation in building, discussing, and sharing ideas with peers and teachers ○ work in a variety of instructional arrangements (i.e., individual, small group, whole group) ○ make thinking and learning visible through specific tasks initiated by the teacher candidate and/or peers ○ self-monitor progress toward an identified learning objective(s) ○ _____
Rating: _____ Level I-Below Target _____ Level II-Approaches Target _____ Level III-Meets Target _____ Level IV-Exceeds Target	

Additional Qualitative Evidence

<p>Additional Qualitative Evidence</p>

DOMAIN 3: ASSESSMENT OF AND FOR LEARNING

Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Indicators Observed

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|---|---|
| <ul style="list-style-type: none"> ○ aligns student assessment to the established learning objectives and curriculum ○ uses a range of formal and informal assessments for diagnostic, formative, and/or summative purposes ○ varies/modifies assessments as appropriate to student needs ○ analyzes/uses data to gain insights into or measure individual and collective student learning progress | <ul style="list-style-type: none"> ○ gives clear, timely, and informative oral and/or written feedback to support students in identifying strengths and strategies to use to improve learning ○ uses assessment tools to inform, guide, and adapt long and short term instructional decisions ○ _____ ○ _____ |
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Rating:

_____ Level I-Below Target _____ Level II-Approaches Target _____ Level III-Meets Target _____ Level IV-Exceeds Target

Additional Qualitative Evidence

<p>Additional Qualitative Evidence</p>

DOMAIN 4: LEARNING ENVIRONMENT

Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators Observed

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| <ul style="list-style-type: none"> ○ establishes clear expectations for classroom norms, routines, and procedures and enforces them consistently/appropriately ○ sets high expectations reflecting on relevant student learning data ○ supports <i>all</i> students in reaching set expectations ○ involves students in thinking about their own learning progress as related to areas of strength/areas for growth and/or strategies to propel learning ○ models caring, fairness, respect, and enthusiasm for learning ○ manages proactively rather than reactively while also responding to unexpected events in a timely, appropriate manner ○ responds to the socioemotional needs of learners creating an accepting and warm classroom culture where each student is valued and comfortable taking risks in learning | <ul style="list-style-type: none"> ○ celebrates the growth, talents, and efforts exerted by individual students ○ maximizes instructional time ○ promotes higher-order thinking through use of effective questioning, tasks, and resources/materials ○ supports authentic learning opportunities for students ○ encourages exploration, problem solving, collaboration, and/or student self-directed learning ○ _____ ○ _____ |
|---|--|

Rating:

_____ Level I-Below Target _____ Level II-Approaches Target _____ Level III-Meets Target _____ Level IV-Exceeds Target

Additional Qualitative Evidence

DOMAIN 5: PROFESSIONALISM AND COMMUNICATION

<p>Performance Standard 9: Professionalism <i>The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i></p>	<p>Performance Standard 10: Communication <i>The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i></p>
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Performance Indicators Observed	
<ul style="list-style-type: none"> ○ carries out duties in accordance with federal/state laws, Code of Ethics, and established state and local school board policies, regulations, and practices ○ maintains professional demeanor and behavior (i.e., confidentiality, punctuality, language, and attendance) ○ collaborates with mentors, colleagues, faculty, and other relevant stakeholders to reflect on and improve teaching and learning for students ○ engages in reflective practice to identify strengths and areas for growth following lesson implementation ○ demonstrates flexibility in adapting to school change 	<ul style="list-style-type: none"> ○ uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom/school environment ○ uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication ○ listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of diverse students ○ uses modes of communication that are appropriate for a given situation ○ _____ ○ _____

Rating:
 _____ Level I-Below Target _____ Level II-Approaches Target _____ Level III-Meets Target _____ Level IV-Exceeds Target

Additional Qualitative Evidence

Evaluator Signature: _____ **Date:** _____

Teacher Candidate Signature: _____ **Date:** _____