



Candidate Assessment on Performance Standards (CAPS) for YCE/Student Teaching

- *This form, which is based on the Georgia Candidate Assessment on Performance Standards (CAPS), is to be completed by University Supervisors, Collaborating Teachers, and teacher candidates using evidence from previous observations, conferences, other assessments, and reflections along with other sources.*
- ***Please refer to the supplementary documents for detailed explanation of ranks.*** *Score candidates relative to the standard, not relative to each other or to a first-year teacher. A rank of “4” is exemplary and should be given only when a candidate demonstrates expertise, leadership, and role model skills. It should be strongly supported with cited evidence and documentation.*
- *The candidate, supervisor, and collaborating teacher should meet to discuss the forms when completed.*
- ***Please check with the program and/or field experience coordinator to determine what data should be entered into Anthology Portfolio (Chalk and Wire). University Supervisors will be responsible for data entry.***

Candidate Name

Date

Supervisor

School/Grade/Subject

Collaborating Teacher

Person completing this form: ☐ Supervisor

☐ Collaborating Teacher

☐ Teacher Candidate

Check one:

☐ YCE I Midterm Evaluation

☐ YCE I Final Evaluation

☐ YCE II / ST Midterm Evaluation

☐ YCE II / ST Final Evaluation

Rankings: N/E = No Evidence* Level 1=Ineffective Level 2=Needs Development Level 3=Proficient Level 4=Exemplary

By the final evaluation, the candidate **must demonstrate proficiency on the indicators for which there is “no evidence” at mid-term.*

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>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence.
<ul style="list-style-type: none">Addresses appropriate curriculum standards and integrates key content elements.Facilitates students' use of higher-level thinking skills in instruction.Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.Demonstrates accurate, deep, and current knowledge of subject matter.Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.Displays an understanding of the intellectual, social, emotional, and physical development of the age group.						
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 needs of all students.</i>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence.
<ul style="list-style-type: none">Analyzes and uses student learning data to inform planning.Develops plans that are clear, logical, sequential, and integrated across the curriculum.Plans instruction effectively for content mastery, pacing, and transitions Plans for instruction to meet the needs of all students.Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.						

Standard 3: Instructional Strategies - The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> Engages students in active learning and maintains interests. Builds upon students' existing knowledge and skills. Reinforces learning goals consistently throughout the lesson. Uses a variety of research-based instructional strategies and resources. Effectively uses appropriate instructional technology to enhance student learning. Communicates and presents material clearly, and checks for understanding. Develops higher-order thinking through questioning and problem-solving activities. Engages students in authentic learning by providing real-life examples and interdisciplinary connections 						
Standard 4: Differentiated Instruction - The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. Provides remediation, enrichment, and acceleration to further student understanding of material. Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs. Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students. Develops critical and creative thinking by providing activities at the appropriate level of challenge for students. Demonstrates high learning expectations for all students 						
Standards 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.	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> Uses assessment techniques that are appropriate for the developmental level of students. Involves students in setting learning goals and monitoring their own progress. Varies and modifies assessments to determine individual student needs & progress. Uses formal and informal assessments for diagnostic, formative, and summative purposes. Uses grading practices that report final mastery in relationship to content goals and objectives. Collaborates with others to develop common assessments, when appropriate. 						

Standards 6: Assessment Uses - <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>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> • Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. • Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. • Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. • Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions. • Provides constructive and frequent feedback to students on their progress toward their learning goals. • Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning. 						
Standard 7: Positive Learning Environment – <i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> • Responds to disruptions in a timely, appropriate manner. • Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. • Models caring, fairness, respect, and enthusiasm for learning. • Promotes a climate of trust and teamwork within the classroom. • Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. • Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity. • Actively listens and pays attention to students' needs and responses. <p>Arranges the classroom materials and resources to facilitate group and individual activities.</p>						
Standard 8 Academically Challenging Environment - <i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<u>Evidence/Documentation</u> Click here to enter list of evidence.
<ul style="list-style-type: none"> • Maximizes instructional time. • Conveys the message that mistakes should be embraced as a valuable part of learning. • Encourages productivity by providing students with appropriately challenging and relevant material and assignments • Provides transitions that minimize loss of instructional time. • Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. • Encourages students to explore new ideas and take academic risks. 						

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>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence.
<ul style="list-style-type: none"> • Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. • Maintains professional demeanor and behavior. • Respects and maintains confidentiality. • Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. • Participates in ongoing professional growth activities based on identified areas for improvement • Demonstrates flexibility in adapting to school change. • Engages in activities outside the classroom intended for school and student enhancement • Maintains appropriate interactions with students, parents, faculty, and staff. • Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning. 						
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>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence.
<ul style="list-style-type: none"> • Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment. • Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication. • Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. • Adheres to school and district policies regarding communication of student information. • In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style. • Listens and responds with cultural awareness, empathy, and understanding to the voice of students. • Uses modes of communication that are appropriate for a given situation. • Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues). • Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc. 						

Standard 11: Technology - The teacher candidate demonstrates technology proficiency, technology integration, and competency in blended/online learning during field and clinical experiences.		N/E	1	2	3	4	Evidence/Documentation
Technology Proficiency: Candidate explores and uses a variety of current and emerging technologies to support learning.		N/E <input type="checkbox"/>			E <input type="checkbox"/>		Click here to enter list of evidence
• Uses a variety of devices, apps, software, and the Internet in the classroom.							
• Troubleshoots and solves minor tech issues (or accesses support).							
• Answers technology-related questions from learners in the classroom.							
Technology Integration: Candidate demonstrates the ability to integrate technology into standards-based teaching, learning, and assessment.		N/E <input type="checkbox"/>			E <input type="checkbox"/>		Click here to enter list of evidence
• Facilitates learner use of technology for critical thinking, problem solving, creativity, and authentic learning.							
• Uses technology to facilitate communication and collaboration with learners, families, colleagues and the larger community							
• Uses technology to personalize learning around learner strengths, interests, and needs and ensures accessibility of digital content and learning technologies for all learners.							
• Uses technology to implement formative and summative assessments, track student performance data, and adjust instruction to meet learner needs.							
• Manages the use of technology in the classroom, ensures the safe, legal, and ethical use of technology, and promotes equitable access to technology.							
• Builds an online professional learning network (PLN) with other educators through social media (Twitter, Facebook, etc.).							
Blended/Online Learning: Candidate demonstrates the specialized knowledge and skills necessary for teaching and learning in a blended/online learning environment.		N/E <input type="checkbox"/>			E <input type="checkbox"/>		Click here to enter list of evidence
• Develops or curates online content and instruction for students.							
• Facilitates student learning both face-to-face and online.							
• Delivers content or instruction through a learning management system (D2L, Canvas, etc.) or other online digital platform (Schoology, Google Classroom, etc.).							
• Leverages technology tools so students can learn anywhere, anytime and at any pace or mode that fits their strengths, interests, and needs.							

Standard 12: Literacy Support Services and Intervention: <i>The teacher candidate demonstrates familiarity with and understanding of how to collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, universal screening, providing feedback on interventions, and monitoring the student's progress. Support services may include reading specialists, writing tutors, or special education services.</i>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence
<ul style="list-style-type: none"> • Demonstrates familiarity with and an understanding of who student support service providers are to ensure that students receive appropriate services. • Shares information about the student's strengths and weaknesses to inform instruction and ongoing support. • Participates in universal screening processes including data collection, analysis, decision-making as appropriate for the grade and content level. • Provides feedback on interventions and instructional decisions as part of a student support team. • Monitors student's progress in academic content areas and contributes to student support team discussions. • Collaborates with student support providers such as reading specialists, behavior specialists, interventionists, and/or special education services. 						
Standard 13: Disciplinary Literacy: <i>The teacher candidate demonstrates skill in integrating a range of content area literacy strategies into specific disciplinary subject areas, including academic vocabulary, writing, and interpretation of informational text.</i>	N/E <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evidence/Documentation Click here to enter list of evidence
<ul style="list-style-type: none"> • Integrates a range of content area literacy strategies into specific disciplinary subject areas. • Explicitly teaches and integrates academic vocabulary in disciplinary subject areas. • Explicitly teaches and integrates writing strategies into disciplinary subject areas. • Explicitly teaches and integrates evidence-based strategies for interpreting informational text into disciplinary subject areas. 						

ONCE THIS DOCUMENT IS COMPLETE, PLEASE ATTACH IT TO THE RUBRIC IN CHALK AND WIRE AS AN “ANNOTATED DOCUMENT.”