Observation Summary Form (OSF)
Formative Assessment Tool for Collaborating Teachers and Supervisors

Description of the Assessment and Its Use in the Program

What?

The Observation Summary is a formative assessment based on the Georgia Candidate Assessment on Performance Standards (CAPS). Some standards/criteria are repeated so that assessor can provide formative support throughout the lesson planning and implementation process.

Who?

This assessment is to be completed by supervisors and collaborating teachers using evidence from the pre-conference, the lesson plan, the observation, the post-conference, and other sources.

When?

YCE I: A minimum of three observations

YCE II/Student Teaching: A minimum of three observations at least one of which must occur prior to the midterm CAPS evaluation.

Candidate Name _Click to enter text._   **Supervisor** _Click to enter text._

School/Grade/Subject _School/Grade/Subject_   **Collaborating Teacher** _Click to enter text._

Person completing form ☐ **Cooperating Teacher**   ☐ **Supervisor**   ☐ **Candidate**

Check one: ☐ **Yearlong Clinical Practice I**   ☐ **Yearlong Clinical Practice II/Student Teaching**

Check one: ☐ **Observation #1**   ☐ **Observation #2**   ☐ **Observation #3**   ☐ **Observation #4**

Date _Click to enter text._

Part I Evaluation of Planning

Directions –
- If there is no evidence for an indicator, it should become an identified goal for which the candidate should demonstrate proficiency by the mid-term or end of the semester.
- Rate candidates using evidence from the lesson plan, in relation to the standard, not in relation to each other or to a first-year teacher. A rating of "4" is exemplary and should be given only when a candidate demonstrates expertise, leadership, and role model skills, and it should be strongly supported with cited evidence and documentation.

Planning: Standard 2: Instructional Planning - *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.*					**Rating**
Performance indicators: These are not inclusive and should not be used as a checklist. • 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 & connects lesson objectives to state & local school district curricula & standards, and student learning needs.					**Evidence** *Click here to list evidence used to evaluate this standard.*
Part I: Standard 2	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **inadequately** demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.	**L-2: Needs Development** The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	**L-3: Proficient** The teacher candidate **consistently** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	**L-4 Exemplary:** The teacher candidate **continually** demonstrates **extensive** content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum.

Planning: 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.**					**Rating**
Performance indicators: These are not inclusive and should not be used as a checklist. • Differentiates instructional content, process, product, & learning environment to meet individual developmental needs. • Provides remediation, enrichment, and acceleration to further student understanding of material. • Uses diagnostic, formative, & 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.					**Evidence** *Click here to list evidence used to evaluate this standard.*
Part I: Standard 4	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **does not challenge** students by providing appropriate content or by developing skills which address individual learning differences.	**L-2: Needs Development** The teacher candidate **inconsistently** challenges students by providing appropriate content or by developing skills which address individual learning differences.	**L-3: Proficient** The teacher candidate challenges students by providing **appropriate** content and by developing skills which address individual learning differences.	**L-4 Exemplary:** The teacher candidate **optimizes** students' opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs.

Planning: 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.

Rating

Evidence

Click here to list evidence used to evaluate this standard.

Performance indicators: These are not inclusive and should not be used as a checklist.
- Uses assessment techniques that are appropriate for the developmental level of students.
- Involves students in setting learning goals and monitoring their own 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.

Part I: Standard 5	N/E = No Evidence	**L-1: Ineffective** The teacher candidate chooses an **inadequate variety** of diagnostic, formative, and summative assessment strategies or the instruments are **not appropriate** for the content or student population.	**L-2: Needs Development** The teacher candidate **inconsistently** chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are **sometimes not appropriate** for the content or student population.	**L-3: Proficient** The teacher candidate **systematically** and **consistently** chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are **valid** and **appropriate** for the content and student population.	**L-4 Exemplary:** The teacher candidate **continually** demonstrates **expertise** and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and **guides students to monitor and reflect on their own academic progress**.

Planning: 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.

Rating

Evidence

Click here to list evidence used to evaluate this standard.

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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, design appropriate interventions, and inform long-and short-term instructional decisions.

Part I: Standard 6	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **does not** gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.	**L-2: Needs Development** The teacher candidate **inconsistently** gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	**L-3: Proficient** 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.	**L-4 Exemplary:** The teacher candidate **consistently** demonstrates **expertise** in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.

Planning: Standard 11: Technology - *The teacher candidate demonstrates technology proficiency, technology integration, and competency in blended/online learning during field and clinical experiences.* **Use the Performance Standards from the three elements below to develop an overall rating for Standard 11**						**Rating**

Part I Standard 11	N/E = No Evidence	**L-1: Ineffective** The candidate **inadequately** demonstrates the ability to use technology and integrate it into the teaching and learning process.	**L-2: Needs Development** The candidate **inconsistently** demonstrates the ability to use technology and integrate it into the teaching and learning process.	**L-3: Proficient** The candidate **consistently** demonstrates the ability to use technology and integrate it into the teaching and learning process.	**L-4 Exemplary:** The candidate **continually** demonstrates extensive knowledge and ability to use technology and integrate it into the teaching and learning process.	**Evidence** *Click here to list evidence used to evaluate this standard.*
• **Technology Proficiency** - Candidate explores and uses a variety of current and emerging technologies to support learning. **Performance Indicators at Level 3:** o Uses a variety of devices, apps, software, and the Internet in the classroom. o Troubleshoots and solves minor tech issues (or accesses support). o Answers technology-related questions from learners in the classroom.				**N/E** ☐	**E** ☐	**Evidence** *Click here to list evidence used to evaluate this standard.*
• **Technology Integration** - Candidate demonstrates the ability to integrate technology into standards-based teaching, learning, and assessment. **Performance Indicators at Level 3:** o Facilitates learner use of technology for critical thinking, problem solving, creativity, and authentic learning. o Uses technology to facilitate communication and collaboration with learners, families, colleagues and the larger community o Uses technology to personalize learning around learner strengths, interests, and needs and ensures accessibility of digital content and learning technologies for all learners. o Uses technology to implement formative and summative assessments, track student performance data, and adjust instruction to meet learner needs. o Manages the use of technology in the classroom, ensures the safe, legal, and ethical use of technology, and promotes equitable access to technology. o Builds an online professional learning network (PLN) with other educators through social media (Twitter, Facebook, etc.).				**N/E** ☐	**E** ☐	**Evidence** *Click here to list evidence used to evaluate this standard.*
• **Blended/Online Learning** - Candidate demonstrates the specialized knowledge and skills necessary for teaching and learning in a blended/online learning environment. **Performance Indicators at Level 3:** o Develops or curates online content and instruction for students. o Facilitates student learning both face-to-face and online. o Delivers content or instruction through a learning management system (D2L, Canvas, etc.) or other online digital platform (Schoology, Google Classroom, etc.). o Leverages technology tools so students can learn anywhere, anytime and at any pace or mode that fits their strengths, interests, and needs.				**N/E** ☐	**E** ☐	**Evidence** *Click here to list evidence used to evaluate this standard.*

Planning: Standard 13: Disciplinary Literacy: *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.*

	Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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.

Evidence

Click here to list evidence used to evaluate this standard.

Part I: Standard 13	N/E = No Evidence	**L-1: Ineffective**	**L-2: Needs Development**	**L-3: Proficient**	**L-4 Exemplary:**
		The teacher candidate demonstrates **limited** awareness of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text. The teacher candidate **does not** integrate evidence-based literacy strategies into specific disciplinary areas.	The teacher candidate demonstrates an understanding of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text, but such strategies are **inconsistently** incorporated into specific disciplinary areas.	The teacher candidate consistently incorporates evidence-based literacy strategies into specific disciplinary areas; strategies are effective and coherent. The teacher candidate intentionally integrates academic vocabulary throughout lessons to promote student mastery and application. The teacher candidate consistently incorporates a range of effective writing strategies to support student language development and enhance learning. The teacher candidate consistently uses a wide range of effective strategies for interpreting informational text that are highly engaging for all students.	The teacher candidate seamlessly and purposefully integrates a wide array of evidence-based literacy strategies into specific disciplinary areas. These strategies are not only highly effective but also demonstrate a deep coherence, significantly enhancing student understanding and application of the content. The teacher candidate intentionally and skillfully integrates academic vocabulary throughout every lesson. This purposeful integration promotes deep student mastery and application, enabling students to confidently use academic language in various contexts. The teacher candidate consistently and effectively incorporates a range of writing strategies. These strategies are thoughtfully designed to support student language development, enhance learning, and encourage critical thinking and creativity in student writing. The teacher candidate consistently employs a comprehensive and highly effective range of strategies for interpreting informational text. These strategies are highly engaging for all students, fostering an environment where students are motivated to analyze, interpret, and critically engage with informational texts.

Part II Evaluation of Implementation

Directions
- When completing Part II, please rate each standard and list evidence from the observation or Post Conference that was used to determine the rating.
- If evidence for an indicator is not observed, it should become an identified goal for which the candidate should demonstrate proficiency by the mid-term or end of the semester.
- Candidates should be scored in relation to the standard, not in relation to each other or to a first-year teacher. A rating of "4" is exemplary and should be given only when a candidate demonstrates expertise, leadership, and role model skills, and it should be strongly supported with cited evidence and documentation.

Instruction- Standard 1: Professional Knowledge - The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.					**Rating**
Performance indicators: These are not inclusive and should not be used as a checklist. • 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.					**Evidence** *Click here to list evidence used to evaluate this standard.*
Part II: Standard 1	N/E = No Evidence	**L-1: Ineffective** The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.	**L-2: Needs Development** The teacher candidate **inconsistently** demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	**L-3: Proficient** The teacher candidate **consistently** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	**L-4 Exemplary:** The teacher candidate **continually** demonstrates **extensive** content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum

Instruction- Standard 3: Instructional Strategies - The teacher candidate promotes 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.					**Rating**
Performance indicators: These are not inclusive and should not be used as a checklist. • 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.					**Evidence** *Click here to list evidence used to evaluate this standard.*
Part I: Standard 3	N/E = No Evidence	**L-1: Ineffective** The teacher candidate does not use research-based instruction strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in	**L-2: Needs Development** The teacher candidate **inconsistently** uses-researched-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for the engaging students in active	**L-3: Proficient** The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.	**L-4 Exemplary:** The teacher candidate optimizes students' opportunities to learn by engaging students in higher-order thinking and by identifying and effectively implementing the most

| | | active learning or promote key skills. | learning or for promoting key skills. | | appropriate research-based instructional strategies. | |

Instruction- 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.

Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- Differentiates instructional content, process, product, & learning environment to meet individual developmental needs.
- Uses flexible grouping strategies to encourage peer interaction and to accommodate learning appropriate needs.
- Demonstrates high learning expectations for all students.

Evidence
Click here to list evidence used to evaluate this standard.

| Part II: Standard 4 | N/E = No Evidence | **L-1: Ineffective** The teacher candidate **does not challenge** students by providing appropriate content or by developing skills which address individual learning differences. | **L-2: Needs Development** The teacher candidate **inconsistently** challenges students by providing appropriate content or by developing skills which address individual learning differences. | **L-3: Proficient** The teacher candidate challenges students by providing **appropriate** content and by developing skills which address individual learning differences. | **L-4 Exemplary:** The teacher candidate **optimizes** students' opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs. | |

Instruction - 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.

Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- Uses assessment techniques that are appropriate for the developmental level of students.
- Varies and modifies assessments to determine individual student needs and progress.

Evidence
Click here to list evidence used to evaluate this standard.

| Part II: Standard 5 | N/E = No Evidence | **L-1: Ineffective** The teacher candidate chooses an **inadequate variety** of diagnostic, formative, and summative assessment strategies or the instruments are **not appropriate** for the content or student population. | **L-2: Needs Development** The teacher candidate **inconsistently** chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are **sometimes not appropriate** for the content or student population. | **L-3: Proficient** The teacher candidate **systematically** and **consistently** chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are **valid** and **appropriate** for the content and student population. | **L-4 Exemplary:** The teacher candidate **continually** demonstrates **expertise** and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and **guides students to monitor and reflect on their own academic progress**. | |

Instruction - 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.

Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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.

Evidence
Click here to list evidence used to evaluate this standard.

Part II: Standard 6	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **does not** gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.	**L-2: Needs Development** The teacher candidate **inconsistently** gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	**L-3: Proficient** 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.	**L-4 Exemplary:** The teacher candidate **consistently** demonstrates **expertise** in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.

Instruction - 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.

Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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.
- Arranges the classroom materials and resources to facilitate group and individual activities

Evidence
Click here to list evidence used to evaluate this standard.

Part II: Standard 7	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **inadequately** addresses student behavior, displays a negative attitude toward students, **ignores** safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.	**L-2: Needs Development** The teacher candidate **inconsistently** provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	**L-3: Proficient** The teacher candidate **provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	**L-4 Exemplary:** The teacher candidate **creates a dynamic and vibrant environment** where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior.

Instruction- 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

Rating

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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.

Evidence

- 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.

Part II: Standard 8	N/E = No Evidence	L-1: Ineffective The teacher candidate **does not** provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.	L-2: Needs Development The teacher candidate **inconsistently** provides a student-centered environment in which teaching and learning occur at high levels or where students are self-directed.	L-3: Proficient The teacher candidate **creates** a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	L-4 Exemplary: The teacher candidate **creates** an academic learning environment where students are regularly encouraged to tackle **challenging** material and academic risks.	*Click here to list evidence used to evaluate this standard.*

Instruction- Standard 9: Professionalism - 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.

Performance indicators: These are not inclusive and should not be used as a checklist.
- Maintains professional demeanor and behavior.

Part II: Standard 9	N/E = No Evidence	L-1: Ineffective The teacher candidate shows a **disregard** toward professional ethics or the school's mission or rarely takes advantage of professional grow opportunities.	L-2: Needs Development The teacher candidate **inconsistently** supports the school's mission or seldom participants in professional growth opportunities.	L-3: Proficient The teacher candidate **demonstrates a commitment** to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.	L-4 Exemplary: The teacher candidate **continually engages in a high level** of professional growth and application of skills and contributes to the development of others and the well-being of the school.	**Rating** **Evidence** *Click here to list evidence used to evaluate this standard.*

Instruction- Standard 10: Communication - The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance indicators: These are not inclusive and should not be used as a checklist.
- 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.
- 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.

Part II: Standard 10	N/E = No Evidence	L-1: Ineffective The teacher candidate **inadequately** communicates with students, parents, or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns responding to inquiries, or encouraging involvement.	L-2: Needs Development The teacher candidate **inconsistently** communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning,	L-3: Proficient The teacher **candidate communicates** effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	L-4 Exemplary: The teacher candidate **uses optimal communication techniques** in a given situation to proactively inform, network, and collaborate with others to enhance student learning.	**Rating** **Evidence** *Click here to list evidence used to evaluate this standard.*

Instruction- Standard 11: Technology - *The teacher candidate demonstrates technology proficiency, technology integration, and competency in blended/online learning during field and clinical experiences.* *Use the Performance Standards from the three elements below to develop an overall rating for Standard 11*						**Rating**
Part II: Standard 11	N/E = No Evidence The candidate presents no evidence of the ability to use technology or integrate it into the teaching and learning process. This is outside of the control of the candidate.	**L-1: Ineffective** The candidate **inadequately** demonstrates the ability to use technology and integrate it into the teaching and learning process. Candidate chooses to rarely or never use technology for teaching and rarely or never facilitate student use of technology for learning. When using technology, candidate struggles with how to use it, how to integrate it, how to manage it, and how to answer student questions about it.	**L-2: Needs Development** The candidate **inconsistently** demonstrates the ability to use technology and integrate it into the teaching and learning process. At times, candidate struggles with troubleshooting technology issues or answering student questions about technology. Candidate has students mainly using technology for low-level cognitive tasks – knowledge and comprehension – gathering facts on the Internet, drill and practice, etc. Candidate typically has students using the same technology in the same way to do the same thing or to create the same product to demonstrate their learning (no differentiation or personalization to support diverse learners). At times, candidate struggles with managing the technology and students are often off task and using technology in ways unrelated to learning. Candidate does not always ensure equitable access to technology in the classroom—not every student gets to use technology for learning in the classroom.	**L-3: Proficient** The candidate **consistently** demonstrates the ability to use technology and integrate it into the teaching and learning process. (Use the performance indicators from the three standards 11A, 11B, and 11C below).	**L-4: Exemplary:** The candidate **continually** demonstrates extensive knowledge and ability to use technology and integrate it into the teaching and learning process. Candidate provides expertise and leadership to other teachers and students in developing technology proficiency. Candidate provides expertise and leadership to other teachers in technology integration or blended/online learning. Candidate explores and uses emerging technologies with students such as Augmented Reality/Virtual Reality, robotics, coding etc... Candidate has students engaging in learning experiences not possible without the use of technology. Candidate promotes creativity and innovation by engaging students in collaborative, hands-on makerspaces to make, explore, create, invent, and learn using high- and low-tech resources. Candidate has students using technology to communicate and collaborate globally with other learners, experts, etc.	**Evidence** *Click here to list evidence used to evaluate this standard.*

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

Instruction: Standard 12: Literacy– Support Services and Intervention - 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: These are not inclusive and should not be used as a checklist.
- 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, design appropriate interventions, and inform long-and short-term instructional decisions.

Rating

Evidence

Click here to list evidence used to evaluate this standard.

Part II: Standard 12	N/E = No Evidence	**L-1: Ineffective** The teacher candidate **does not** demonstrate an awareness of who the student support service providers are for their school and district. The candidate does not demonstrate an understanding of a team-based approach in leveraging necessary resources and support for all learners.	**L-2: Needs Development** The teacher candidate is aware of who the student support service providers are for their school and district but **inconsistently** demonstrates an understanding of how to collaborate with student support services to leverage the available resources to provide support for all learners.	**L-3: Proficient** The teacher candidate **consistently** demonstrates familiarity with and an understanding of how to collaborate with student support service providers to ensure that students receive appropriate services. The teacher candidate is aware of who the student support service providers are for their school and district. Support services may include reading specialists, writing tutors, or special education services. The candidate consistently seeks out and collaborates with support service providers to inform instruction and intervention. When participating in grade level team meetings, MTSS team meetings, and IEP meetings with stakeholders, candidates consistently, appropriately, and ethically share information about the student's strengths and weaknesses, as well as explains data from universal screening, intervention, and ongoing progress monitoring.	**L-4 Exemplary:** The teacher candidate has a comprehensive understanding of all support services and their roles, including specific contributions. Monitoring of student progress is systematic, with proactive steps taken based on findings. The teacher candidate consistently, appropriately, and ethically shares comprehensive and pertinent information to foster a collaborative environment for optimal student support. The teacher candidate consistently provides timely, thorough, and actionable feedback, and actively engages in refining interventions based on feedback.

Instruction: Standard 13: Disciplinary Literacy: *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.*	**Rating**
Performance indicators: These are not inclusive and should not be used as a checklist. • 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.	**Evidence** *Click here to list evidence used to evaluate this standard.*

Part II: Standard 13	N/E = No Evidence	**L-1: Ineffective**	**L-2: Needs Development**	**L-3: Proficient**	**L-4 Exemplary:**	
		The teacher candidate demonstrates **limited** awareness of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text. The teacher candidate **does not** integrate evidence-based literacy strategies into specific disciplinary areas.	The teacher candidate demonstrates an understanding of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text, but such strategies are **inconsistently** incorporated into specific disciplinary areas.	The teacher candidate **consistently** incorporates evidence-based literacy strategies into specific disciplinary areas; strategies are effective and coherent. The teacher candidate intentionally integrates academic vocabulary throughout lessons to promote student mastery and application. The teacher candidate consistently incorporates a range of effective writing strategies to support student language development and enhance learning. The teacher candidate consistently uses a wide range of effective strategies for interpreting informational text that are highly engaging for all students.	The teacher candidate seamlessly and purposefully integrates a wide array of evidence-based literacy strategies into specific disciplinary areas. These strategies are not only highly effective but also demonstrate a deep coherence, significantly enhancing student understanding and application of the content. The teacher candidate intentionally and skillfully integrates academic vocabulary throughout every lesson. This purposeful integration promotes deep student mastery and application, enabling students to confidently use academic language in various contexts. The teacher candidate consistently and effectively incorporates a range of writing strategies. These strategies are thoughtfully designed to support student language development, enhance learning, and encourage critical thinking and creativity in student writing. The teacher candidate consistently employs a comprehensive and highly effective range of strategies for interpreting informational text.	

				These strategies are highly engaging for all students, fostering an environment where students are motivated to analyze, interpret, and critically engage with informational texts.	

Part II Assessor's Evidence/Notes from Observation and Post-Conference Reflection

Directions

- Type directly in this section of this form or, if preferred, use other pages for handwritten notes from the observation. Please list observed evidence.

Click to enter text here.

ONCE THIS DOCUMENT IS COMPLETE:
- **Collaborating Teachers will email the completed Observation Summary Tool to the supervisor**
- **Supervisors will enter results into Chalk and Wire and attached the completed document as "annotated documents."**