

**Quarterly Summative Assessment Form**

**– Online Instruction –**

**to be completed by the**

**district support provider**

**Teacher Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Pathway: ECO Intern Standard Intern**

**Program Track: Elementary Secondary**

**Support Provider Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_**

**Support Provider Current Credential Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Support Role: District Support Provider**

**School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Current Clinical Practice Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term: \_\_\_\_\_\_\_\_\_\_\_\_**

Please use the following rating scale to evaluate teacher candidate performance during the specified supervision cycle for each of the following: (1) Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, (2) International Society for Technology in Education (ISTE), (3) the School of Education’s Guiding Principles Dispositions, and (4) Observation and Follow-Up Discussion. This form will allow the Alliant School of Education to determine the level of effectiveness of the Teacher Candidates in the field while participating in their clinical practice activities.

* **Level 3 –** **Effective**: Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, are appropriate and relevant.
* **Level 2 – Developing:** Teacher Candidate partially demonstrates the ability to design standards-based and developmentally-appropriate activities, to understand and use a variety of assessments to determine students’ progress and to plan instruction, and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be minimal, limited, cursory, inconsistent, and/or ambiguous.
* **Level 1 – DOES NOT MEET:** Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies, and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.

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| **1) interstate new teacher assessment and support consortium (INTASC)** | | | |
|  | **Effective**  **(3)** | **Developing**  **(2)** | **Does Not Meet**  **(1)** |
| **Principle #1:**  The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. |  |  |  |
| **Principle #2:**  The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. |  |  |  |
| **Principle #3:**  The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |  |  |  |
| **Principle #4:**  The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. |  |  |  |
| **Principle #5:**  The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. |  |  |  |
| **Principle #6:**  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |  |  |  |
| **Principle #7:**  The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals. |  |  |  |
| **Principle #8:**  The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |  |  |  |
| **Principle #9:**  The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |  |  |  |
| **Principle #10:**  The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. |  |  |  |
| **Total for INTASC Principles 1 – 10** | **\_\_\_\_\_\_\_\_ / 30** | | |

**INTASC NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **2) international society for technology in education (iste)** | | | |
|  | **Effective**  **(3)** | **Developing**  **(2)** | **Does Not Meet**  **(1)** |
| **1. Learner**  Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. |  |  |  |
| **2. Leader**  Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. |  |  |  |
| **3. Citizen**  Educators inspire students to positively contribute to and responsibly participate in the digital world. |  |  |  |
| **4. Collaborator**  Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. |  |  |  |
| **5. Designer**  Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. |  |  |  |
| **6. Facilitator**  Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. |  |  |  |
| **7. Analyst**  Educators understand and use data to drive their instruction and support students in achieving their learning goals. |  |  |  |
| **Total for ISTE Standards 1 – 7** | **\_\_\_\_\_\_\_\_ / 21** | | |

**ISTE NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **3) SCHOOL OF EDUCATION GUIDING PRINCIPLES DISPOSITIONS** | | | |
|  | **Effective**  **(3)** | **Developing**  **(2)** | **Does Not Meet**  **(1)** |
| **LEADERSHIP:**  Teacher Candidate demonstrates social responsibility and exhibits ethical action. |  |  |  |
| **LEADERSHIP:**  Teacher Candidate displays a commitment to improve the lives of the community and to be an agent of change. |  |  |  |
| **ENGAGEMENT:**  Teacher Candidate expresses the value of authentic engagement with communities and peers and exemplifies the value of collaboration. |  |  |  |
| **ENGAGEMENT:**  Teacher Candidate embraces diversity with a positive attitude and interacts with faculty, peers and the community using receptive professional communication. |  |  |  |
| **ENGAGEMENT:**  Teacher Candidate shows the ability to exemplify active learning. |  |  |  |
| **APPLICATION:**  Shows understanding of what it means to be a reflective practitioner and incorporates theory into best teaching practices. |  |  |  |
| **APPLICATION:**  Utilized knowledge of pedagogical preparation, applies skills and dispositions from theory courses, and shows the ability to exemplify “theory-to-practice.” |  |  |  |
| **APPLICATION:**  Integrates the use of technology into clinical practice experiences. |  |  |  |
| **DEDICATION:**  Develops course lesson plans and assignments that are engaging for ALL learners, exemplifies the ability to make resolutions that are grounded in educational research/theory, and provides services to students while simultaneously making instructional decisions. |  |  |  |
| **DEDICATION:**  Designs engaging experiences that promote understanding of theories, concepts, and principles while in the field and shows the ability to establish inclusive intelligence. |  |  |  |
| **Total for SOE Guiding Principles Dispositions** | **\_\_\_\_\_\_\_\_ / 30** | | |

**GUIDING PRINCIPLES DISPOSITIONS NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **4) virtual or in-person Observation & Follow-Up Discussion** | | | |
|  | **Effective**  **(3)** | **Developing**  **(2)** | **Does Not Meet**  **(1)** |
| **Communication:**  Teacher Candidate communicated effectively, returning phone calls and/or emails promptly in order to schedule observation |  |  |  |
| **Preparation:**  Copy of thorough lesson plan presented to support provider prior to observation. |  |  |  |
| **receptive to feedback:**  Teacher Candidate actively shows positive, professional consideration to feedback from the support provider. |  |  |  |
| **REFLECTION:**  During follow up discussion, Teacher Candidate completed reflection prompts and shared with support provider. |  |  |  |
| **Implementation:**  Observable evidence that Teacher Candidate is responding positively and has attempted to implement suggestions from support provider. |  |  |  |
| **Total for Observation and Follow-Up Discussion** | **\_\_\_\_\_\_\_\_ / 15** | | |

**DISCUSSION NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SUPPORT PROVIDER CONFIRMATION**

**I assure that this QUARTERLY SUMMATIVE ASSESSMENT has been completed for the Teacher Candidate listed at the top of this form.**

**Support Provider Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_**

**The University Mentor/Course Instructor will complete the grading portion of this assessment based on the information and scores documented within this form:**

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| **GRAde for THE QUARTERLY SUMMATIVE ASSESSMENT**  **─ ONLINE INSTRUCTION ─** | |
| **INTASC PRINCIPLES SCORE** | **\_\_\_\_\_\_\_\_ / 30** |
| **ISTE STANDARDS SCORE** | **\_\_\_\_\_\_\_\_ / 21** |
| **SOE GUIDING PRINCIPLES DISPOSITIONS SCORE** | **\_\_\_\_\_\_\_\_ / 30** |
| **OBSERVATION & FOLLOW-UP DISCUSSION SCORE** | **\_\_\_\_\_\_\_\_ / 15** |
| **quARTERLY SUMMATIVE ASSESSMENT COMPLETED AND SUBMITTED ON TIME** | **\_\_\_\_\_\_\_\_ / 4** |
| **TOTAL POINTS EARNED** | **\_\_\_\_\_\_\_\_ / 100** |

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| **GRADING SCALE** | |
| **PERCENTAGE CREATED ABOVE** | **LETTER GRADE EARNED BY CANDIDATE** |
| **94-100** | **A** |
| **90-93** | **A-** |
| **87-89** | **B+** |
| **84-86** | **B** |
| **80-83** | **B-** |
| **77-79** | **C+** |
| **74-76** | **C** |
| **70-73** | **C-** |
| **67-69** | **D+** |
| **64-66** | **D** |
| **61-63** | **D-** |
| **< 61%** | **F** |

**COVID-19 Disclaimer:** This document will serve as evidence of required learning experiences and demonstration of performance expectations completed in an **approved alternative, virtual setting** under the guidance of a qualified, experienced educator.