

**Quarterly Summative Assessment Form**

**– Online Instruction –**

**to be completed by the district support provider or master teacher**

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

**Program Pathway: ECO Intern Standard Intern Student Teaching**

**Program Track: ES MS SS**

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

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

**Support Role: Master Teacher District Support Provider Course Instructor/University Mentor**

**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 (both formal, virtual observation and follow-up discussion) for each of the Teaching Performance Expectations (TPEs).

* **Level 2 –** **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 1 – 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 0 – 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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| **TPE 1: Engaging and Supporting All Students in Learning** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Draws upon student backgrounds and language abilities to provide differentiated instruction (1.1) |  |  |  |
| Connects student information to learning, making clear connections between subject matter and real-life contexts (1.3) |  |  |  |
| Understands important characteristics of the learners, including child and/or adolescent development (1.4) |  |  |  |
| Understands and applies theories, principles, and instructional practices for English Language Development (1.2, 1.6) |  |  |  |
| Fosters ongoing communication with families and students through a variety of means (e-mail, phone, text) (1.2) |  |  |  |
| Engages learners in a variety of developmentally and ability appropriate instructional strategies, including inquiry, problem-solving, reflection, and engagement with visual and/or performing arts (where appropriate to context and/or content) (1.4; 1.6; 1.7) |  |  |  |
| Monitors and adjusts instruction while teaching to foster student engagement and academic achievement (1.8) |  |  |  |
| **Total for TPE 1** | **\_\_\_\_\_\_\_\_ / 14** | | |

**TPE 1 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **TPE 2: Creating and Maintaining Effective Environments for Student Learning** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Understands the importance of the social environment to academic achievement (2.1; 2.5) |  |  |  |
| Implements promising practices to promote productive student learning and positive interactions within the classroom (i.e. positive interventions, restorative justice, conflict resolution) (2.1) |  |  |  |
| Creates learning environment that is culturally responsive and reflects diversity, recognizing and appropriately responding to harassing behavior (i.e. bullying, racism, sexism, homophobia) (2.2; 2.3) |  |  |  |
| Creates learning environment that supports and is inclusive of all learners (2.3) |  |  |  |
| Creates and maintains high expectations for students’ academic performance (2.5) |  |  |  |
| Creates and maintains high expectations for students’ behavior (2.6) |  |  |  |
| **Total for TPE 2** | **\_\_\_\_\_\_\_\_ / 12** | | |

**TPE 2 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **tpe 3: Understanding and Organizing Subject Matter for Student Learning – Content Specific Pedagogy** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Demonstrates knowledge and understanding of subject-specific content, including the California State Standards and curriculum frameworks (3.1) |  |  |  |
| Establishes academic learning goals, and makes appropriate accommodations to foster student access to content and learning (3.2) |  |  |  |
| Organizes content and curriculum in ways to facilitate student understanding (3.2) |  |  |  |
| Designs, plans, and implements instruction using current best practices in content pedagogy (3.3) |  |  |  |
| Designs, plans, and implements disciplinary and cross-disciplinary learning, providing multiple means for representing and assessing student knowledge and skill (where appropriate) (3.3; 3.4) |  |  |  |
| Monitors student learning to adjust sequencing and pacing as appropriate (3.3) |  |  |  |
| Collaborates with peers to develop age-appropriate strategies within the content (3.4; also 4.6) |  |  |  |
| Understands and adapts curriculum materials to accommodate the full range of English learners and providing equitable access to students with a variety of academic abilities, through assistive technology where appropriate (3.5; 3.6) |  |  |  |
| **Total for TPE 3** | **\_\_\_\_\_\_\_\_ / 16** | | |

**TPE 3 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **tpe 4: Planning Instruction and Designing Learning Experiences for All Students** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Uses students’ current academic understanding and skills in planning instruction, including language proficiency, cultural background (4.1) |  |  |  |
| Designs and implements instruction and assessment that draws on multiple content areas and reveals the interconnectedness of content, as applicable (4.3) |  |  |  |
| Applies principles of backwards design (4.4) |  |  |  |
| Appropriately allocates and manages instructional time (4.4) |  |  |  |
| Plans and implements instruction that uses linguistically, culturally, and developmentally appropriate, making accommodations for English learners and students with special needs (4.4) |  |  |  |
| Incorporates technology where appropriate (4.4) |  |  |  |
| Fosters student ownership of content, activities, and assessment (4.5; 4.7) |  |  |  |
| Implements technologies as appropriate, providing opportunities to model and develop students’ digital literacies, including digital citizenship and disciplinary practices (4.8; also 3.7; 3.8) |  |  |  |
| **Total for TPE 4** | **\_\_\_\_\_\_\_\_ / 16** | | |

**TPE 4 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **tpe 5: Assessing Student Learning** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Understands and uses a range of assessments (e.g., diagnostic, formative, summative, etc.), using technology to assist whenever possible and appropriate (5.1; 5.4) |  |  |  |
| Analyzes student data across multiple measures and adjusts instructional plans accordingly (5.2) |  |  |  |
| Provides opportunities for students to self-assess and reflect on their progress (5.3) |  |  |  |
| Analyzes data to identify specific areas of strength and need for English learners and students with special needs, in collaboration with colleagues and specialists as necessary (5.6; 5.7; 5.8) |  |  |  |
| **Total for TPE 5** | **\_\_\_\_\_\_\_\_ / 8** | | |

**TPE 5 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **tpe 6: Developing as a Professional Educator** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| Reflects on teaching practice (content and pedagogy) in order to improve student learning (6.1) |  |  |  |
| Recognizes personal values and biases (implicit and explicit) that may negatively impact their classroom practice, and actively works to mitigate that impact (6.2) |  |  |  |
| Exhibits positive disposition of caring, acceptance, fairness, and support toward all students, families, and colleagues (6.2) |  |  |  |
| Establishes and follows through on professional learning goals (6.3) |  |  |  |
| Demonstrates knowledge of when to collaborate with colleagues regarding interpersonal communication and conflict (6.4) |  |  |  |
| Demonstrates personal responsibility for all aspects of student learning and classroom management (6.5) |  |  |  |
| **Total for TPE 6** | **\_\_\_\_\_\_\_\_ / 12** | | |

**TPE 6 NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **virtual Observation & Follow-Up Discussion** | | | |
|  | **Effective**  **(2)** | **Developing**  **(1)** | **Does Not Meet**  **(0)** |
| **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. At 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** | **\_\_\_\_\_\_\_\_ / 6** | | |

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

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| **virtual Observation VIDEO** | | |
|  | **Available Points** | **Points Earned** |
| **QUALITY:**  The video is well-organized and the lesson is presented in a clear, logical manner. | **3** |  |
| **COMPLETION:** Teacher Candidate follows the lesson plan and adapts as necessary to meet student needs. The topic of the lesson is covered thoroughly. | **3** |  |
| **TIMELINESS:** Teacher Candidate submits the Virtual Observation Video on time, per Clinical Practice Instructor’s set deadline. | **10** |  |
| **Total for Observation Video** | **\_\_\_\_\_\_\_\_ / 16** | |

**VIRTUAL OBSERVATION VIDEO NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **ASSESSMENT Scoring** | |
| **PASS** | **100 points – 70 points** |
| **FAIL** | **69 points – 0 points** |

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| **GRAde for Remote Site Visit Assessment – Online Instruction** | | |
| **Points earned** | **\_\_\_\_\_\_\_\_ / 100** | |
| **grade received** | **PASS** | **FAIL** |

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

**COVID-19 Disclaimer:** Alliant International University, an approved teacher preparation program through the California Commission on Teacher Credentialing, is required to “ensure all candidates complete field-based learning experiences and demonstrate the performance expectations prior to recommendation for the credential” (CTC 2020). This document will serve as evidence of these learning experiences and demonstration of performance expectations completed in an **approved alternative, virtual setting** under the guidance of a qualified, experienced educator.