



## Final Evaluation for YCE I/YCE II

- This form, which is based on the Georgia Candidate Assessment on Performance Standards (CAPS), is to be completed by supervisors, collaborating teachers, and 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 Chalk and Wire and who will be responsible for entering it.**

Candidate Name *Click to enter text.*      Date *Click to enter text.*      Supervisor *Click to enter text.*

School/Grade/Subject *School/Grade/Subject*      Collaborating Teacher *Click to enter text.*

Person completing this form:  Supervisor       Collaborating Teacher       Teacher Candidate

Check one:  Practicum II/Yearlong Clinical Practice I       Student Teaching/Practicum III/Yearlong Clinical Practice II

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

<b>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></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> <i>Click to enter list of evidence.</i>
<ul style="list-style-type: none"> <li>Addresses appropriate curriculum standards and integrates key content elements.</li> <li>Facilitates students’ use of higher–level thinking skills in instruction.</li> <li>Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>Demonstrates accurate, deep, and current knowledge of subject matter.</li> <li>Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.</li> <li>Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</li> <li>Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li> </ul> <p><b>ESOL specific</b></p> <p>Teachers are highly skilled and intentional about the use of language scaffolds so that students both experience rigor and struggle productively.</p>						
<b>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></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> <i>Click to enter list of evidence.</i>
<ul style="list-style-type: none"> <li>Analyzes and uses student learning data to inform planning.</li> <li>Develops plans that are clear, logical, sequential, and integrated across the curriculum.</li> <li>Plans instruction effectively for content mastery, pacing, and transitions Plans for instruction to meet the needs of all students.</li> <li>Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</li> <li>Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</li> </ul> <p><b>ESOL specific</b></p> <ul style="list-style-type: none"> <li>Instruction is designed to engage students in productive language struggle as students build content knowledge and develop rich discipline-specific language and discourse.</li> <li>Teachers analyze texts and tasks for discipline-specific language and content demands.</li> <li>Teachers value students’ native language(s) and use them as an entry point when and where needed, regardless of whether or not the teacher speaks students’ native language</li> </ul>						

<p><b>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.</b></p>	<p>N/E =</p>	<p>1 =</p>	<p>2 =</p>	<p>3 =</p>	<p>4 =</p>	<p><b>Evidence/Documentation</b> Click to enter list of evidence.</p>
<ul style="list-style-type: none"> <li>Engages students in active learning and maintains interests.</li> <li>Builds upon students' existing knowledge and skills.</li> <li>Reinforces learning goals consistently throughout the lesson.</li> <li>Uses a variety of research-based instructional strategies and resources.</li> <li>Effectively uses appropriate instructional technology to enhance student learning.</li> <li>Communicates and presents material clearly, and checks for understanding.</li> <li>Develops higher-order thinking through questioning and problem-solving activities.</li> <li>Engages students in authentic learning by providing real-life examples and interdisciplinary connections</li> </ul> <p><b>ESOL specific</b></p> <ul style="list-style-type: none"> <li>Teachers are masterful and intentional about the use of scaffolds enabling students to work beyond their current ability with appropriate support, for instance: use of anchor models techniques, graphic organizers, visual representations, and structured peer interactions.</li> <li>Teachers employ flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELs based on English language proficiency, native language, and level of background knowledge. (e.g., students are grouped by native language to provide them the opportunity to share and utilize prior knowledge to increase comprehension and allow peer coaching of developing understandings and skills).</li> <li>Teachers explicitly discuss the characteristics of academic texts, language functions, and discourse with students.</li> <li>Teachers provide opportunities for students to engage in linguistically complex and content-rich academic tasks, including negotiating meaning using the academic language of the content area.</li> </ul>						
<p><b>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.</b></p>	<p>N/E =</p>	<p>1 =</p>	<p>2 =</p>	<p>3 =</p>	<p>4 =</p>	<p><b>Evidence/Documentation</b> Click to enter list of evidence.</p>
<ul style="list-style-type: none"> <li>Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</li> <li>Provides remediation, enrichment, and acceleration to further student understanding of material.</li> <li>Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs.</li> <li>Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</li> <li>Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.</li> <li>Demonstrates high learning expectations for all students</li> </ul> <p><b>ESOL specific</b></p> <ul style="list-style-type: none"> <li>Teachers carefully choose a variety of materials for individual, small group and whole class learning experiences so that students are often working at their current reading levels and beyond with appropriate supports from teachers and peers.</li> <li>Students engage in oral and written discourse in which they argue from evidence, present explanations, make conjectures, justify conclusions and</li> </ul>						

<b>Standards 5: Assessment Strategies – <i>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.</i></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> Click to enter list of evidence.
<ul style="list-style-type: none"> <li>• Uses assessment techniques that are appropriate for the developmental level of students.</li> <li>• Involves students in setting learning goals and monitoring their own progress.</li> <li>• Varies and modifies assessments to determine individual student needs &amp; progress.</li> <li>• Uses formal and informal assessments for diagnostic, formative, and summative purposes.</li> <li>• Uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>• Collaborates with others to develop common assessments, when appropriate.</li> </ul> <p><b>ESOL specific</b></p> <ul style="list-style-type: none"> <li>• Teachers design assessments with discipline-specific language competencies in mind.</li> <li>• Teachers adapt assessments linguistically so that ELs are able to show their conceptual understanding.</li> </ul>						
<b>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></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> Click to enter list of evidence.
<ul style="list-style-type: none"> <li>• Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</li> <li>• Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</li> <li>• Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</li> <li>• Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.</li> <li>• Provides constructive and frequent feedback to students on their progress toward their learning goals.</li> <li>• Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</li> </ul>						
<b>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></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> Click to enter list of evidence.
<ul style="list-style-type: none"> <li>• Responds to disruptions in a timely, appropriate manner.</li> <li>• Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.</li> <li>• Models caring, fairness, respect, and enthusiasm for learning.</li> <li>• Promotes a climate of trust and teamwork within the classroom.</li> <li>• Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.</li> <li>• Actively listens and pays attention to students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.</li> <li>• Actively listens and pays attention to students’ needs and responses.</li> <li>• Arranges the classroom materials and resources to facilitate group and individual activities.</li> </ul>						

<p><b>ESOL specific</b></p> <p>Teachers listen and appropriately modify instruction based on the feedback provided in such a way that builds student self-esteem and communicates student value.</p>						
<p><b>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></b></p>	<p><b>N/E</b> =</p>	<p><b>1</b> =</p>	<p><b>2</b> =</p>	<p><b>3</b> =</p>	<p><b>4</b> =</p>	<p><b>Evidence/Documentation</b> Click to enter list of evidence.</p>
<ul style="list-style-type: none"> <li>• Maximizes instructional time.</li> <li>• Conveys the message that mistakes should be embraced as a valuable part of learning.</li> <li>• Encourages productivity by providing students with appropriately challenging and relevant material and assignments</li> <li>• Provides transitions that minimize loss of instructional time.</li> <li>• Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.</li> <li>• Encourages students to explore new ideas and take academic risks.</li> </ul>						
<p><b>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></b></p>	<p><b>N/E</b> =</p>	<p><b>1</b> =</p>	<p><b>2</b> =</p>	<p><b>3</b> =</p>	<p><b>4</b> =</p>	<p><b>Evidence/Documentation</b> Click to enter list of evidence.</p>
<ul style="list-style-type: none"> <li>• Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.</li> <li>• Maintains professional demeanor and behavior.</li> <li>• Respects and maintains confidentiality.</li> <li>• Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.</li> <li>• Participates in ongoing professional growth activities based on identified areas for improvement</li> <li>• Demonstrates flexibility in adapting to school change.</li> <li>• Engages in activities outside the classroom intended for school and student enhancement</li> <li>• Maintains appropriate interactions with students, parents, faculty, and staff.</li> <li>• Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.</li> </ul>						
<p><b>ESOL specific</b></p> <p>Teacher serves as a positive academic language model.</p>						

<b>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></b>	<b>N/E</b> =	<b>1</b> =	<b>2</b> =	<b>3</b> =	<b>4</b> =	<b>Evidence/Documentation</b> <i>Click to enter list of evidence.</i>
<ul style="list-style-type: none"> <li>• Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.</li> <li>• Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.</li> <li>• Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</li> <li>• Adheres to school and district policies regarding communication of student information.</li> <li>• 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.</li> <li>• Listens and responds with cultural awareness, empathy, and understanding to the voice of students.</li> <li>• Uses modes of communication that are appropriate for a given situation.</li> <li>• Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).</li> <li>• 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.</li> </ul>						
<b>Standard 11: Technology - <i>The teacher candidate demonstrates technology proficiency, technology integration, and competency in blended/online learning during field and clinical experiences.</i></b>	<b>N/E</b> ☐	<b>1</b> ☐	<b>2</b> ☐	<b>3</b> ☐	<b>4</b> ☐	<b>Evidence/Documentation</b> <i>Click to enter list of evidence.</i>
<p><b>Technology Proficiency</b> - Candidate explores and uses a variety of current and emerging technologies to support learning.</p> <ul style="list-style-type: none"> <li>• Uses a variety of devices, apps, software, and the Internet in the classroom.</li> <li>• Troubleshoots and solves minor tech issues (or accesses support).</li> <li>• Answers technology-related questions from learners in the classroom.</li> </ul>	<b>N/E</b> ☐			<b>E</b> ☐		
<p><b>Technology Integration</b> - Candidate demonstrates the ability to integrate technology into standards-based teaching, learning, and assessment.</p> <ul style="list-style-type: none"> <li>• Facilitates learner use of technology for critical thinking, problem solving, creativity, and authentic learning.</li> <li>• Uses technology to facilitate communication and collaboration with learners, families, colleagues and the larger community</li> <li>• Uses technology to personalize learning around learner strengths, interests, and needs and ensures accessibility of digital content and learning technologies for all learners.</li> <li>• Uses technology to implement formative and summative assessments, track student performance data, and adjust instruction to meet learner needs.</li> <li>• Manages the use of technology in the classroom, ensures the safe, legal, and ethical use of technology, and promotes equitable access to technology.</li> <li>• Builds an online professional learning network (PLN) with other educators through social media (Twitter, Facebook, etc.).</li> </ul>	<b>N/E</b> ☐			<b>E</b> ☐		

<p><b>Blended/Online Learning</b> - Candidate demonstrates the specialized knowledge and skills necessary for teaching and learning in a blended/online learning environment.</p> <ul style="list-style-type: none"> <li>• Develops or curates online content and instruction for students.</li> <li>• Facilitates student learning both face-to-face and online.</li> <li>• Delivers content or instruction through a learning management system (D2L, Canvas, etc.) or other online digital platform (Schoology, Google Classroom, etc.).</li> <li>• Leverages technology tools so students can learn anywhere, anytime and at any pace or mode that fits their strengths, interests, and needs.</li> </ul>	<p><b>N/E</b> <input type="checkbox"/></p>	<p><b>E</b> <input type="checkbox"/></p>	
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**ONCE THIS DOCUMENT IS COMPLETE, PLEASE ATTACH IT TO THE RUBRIC IN CHALK AND WIRE AS AN "ANNOTATED DOCUMENT."**