Quality Candidates: Technology Enhancing Academic Management System

QC: TEAMS

Queens College Faculty/Course Instructor Manual

Sample Assessment Forms

...committed to promoting equity, excellence, and ethics in urban schools and communities
Sample Assessment Forms

Go to: http://intaps.qc.cuny.edu/qcteams

-QC: TEAMS Log In-

Your QC USER ID is the same as your active directory account. If you do not know your USER ID or Password, please go to http://cams.qc.cuny.edu to retrieve your QC USER ID and set your password.
Sample: Clinical Practice/Student Teaching/Internship Evaluation Instrument

Clinical Practice
Student Teaching & Internship Evaluation Instrument

Directions: Please take some time to rate the candidate (or yourself) on the following competencies associated with the Queens College Education Unit’s Core Values for preparing teachers and other school professionals to demonstrate the knowledge, skills and dispositions necessary to promote Equity, Excellence, and Ethics in urban schools and communities.

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Area</th>
<th>Rater</th>
<th>Date</th>
<th>School Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens College Clinical Faculty (Supervisor): Jane Smith</td>
<td>*</td>
<td>08/06/2008</td>
<td>Queens College</td>
<td></td>
</tr>
</tbody>
</table>

Subject Area/Program: Secondary English, grades 6-9

1. Demonstrate enthusiasm for the discipline
2. Demonstrate enthusiasm for the students
3. Invest time & resources adapting materials, services, or information to meet individual student needs
4. Responsive to family needs
5. Use knowledge of students and their backgrounds in planning
6. Relate information/instruction/services to students’ out-of-school experiences
7. Reaches out to parents/guardians and encourages collaboration & shared support of students
8. Create a learning or school environment that encourages exploration, asking questions & learning from experiences
9. Nurture & challenge each student

Choose one

- Not Applicable
- Unacceptable
- Emerging
- Acceptable
- Target

* Your name appears here
II. Excellence-candidate demonstrated knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>10.</td>
<td>Demonstrates positive professional-student interactions</td>
</tr>
<tr>
<td>11.</td>
<td>Uses correct language and terminology of the discipline</td>
</tr>
<tr>
<td>12.</td>
<td>Employs discipline-specific procedures and skills</td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrates careful planning &amp; organization to connect content/information with student needs</td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrates openness to constructive criticism during feedback discussions</td>
</tr>
<tr>
<td>15.</td>
<td>Formulates questions to elicit levels of students' understandings and to explore their experiences</td>
</tr>
<tr>
<td>16.</td>
<td>Uses information gained from assessment to inform initial instruction/interventions</td>
</tr>
<tr>
<td>17.</td>
<td>Uses information gained from ongoing assessment to inform revisions in instruction/intervention</td>
</tr>
<tr>
<td>18.</td>
<td>Uses instructional/intervention approaches based on current research in the field</td>
</tr>
<tr>
<td>19.</td>
<td>Demonstrates appropriate assessment approaches that are aligned with instruction/intervention</td>
</tr>
<tr>
<td>20.</td>
<td>Demonstrates evidence-based instructional/intervention approaches</td>
</tr>
<tr>
<td>21.</td>
<td>Integrates the use of technology to enhance student learning, behavior change, and inclusion</td>
</tr>
</tbody>
</table>

III. Excellence-candidate demonstrated knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Promotes positive student-student interactions</td>
</tr>
<tr>
<td>23.</td>
<td>Promotes positive professional-student interactions</td>
</tr>
<tr>
<td>24.</td>
<td>Designs discipline-specific tasks that support student learning, behavior change and inclusion</td>
</tr>
<tr>
<td>25.</td>
<td>Contributes to the building of a democratic classroom or school community that fosters respect for all students</td>
</tr>
<tr>
<td>26.</td>
<td>Promotes the appreciation of diversity among students</td>
</tr>
<tr>
<td>27.</td>
<td>Promotes tolerance for all learners</td>
</tr>
<tr>
<td>28.</td>
<td>Supports cross-cultural awareness and respect in students' development of skills and behaviors</td>
</tr>
<tr>
<td>29.</td>
<td>Values diversity of students</td>
</tr>
<tr>
<td>30.</td>
<td>Values diversity of families</td>
</tr>
<tr>
<td>31.</td>
<td>Promotes social justice</td>
</tr>
<tr>
<td>32.</td>
<td>Encourages democratic decision-making</td>
</tr>
</tbody>
</table>

Additional Comments or Concerns: (Maximum 2500 characters)

submitted
Sample: Rating Form for Assessing Teacher Candidate Impact on Student Learning in the P-12 School

Q
Queens College
City University of New York
Education Unit
QCTEAMS: Quality Candidates Technology Enhancing Academic Management System

Rating Form for Assessing Teacher Candidate Impact on Student Learning in the P-12 School

Directions for Completing Candidate Rating:
Please rate candidate performance over the course of the clinical practice (student teaching) in terms of the following four competencies. Guidelines for making rating decisions on each of the competencies can be found in the rubric for assessing candidate impact on student learning in P-12. Completed ratings should be shared with the candidate.

Candidate’s Name
Queens College Clinical Faculty (Supervisor):
Site Based Clinical Faculty-Cooperating Teacher/Supervisor
Subject Area/Program:

| 1. Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress |
| 2. Candidate uses assessment information to make instructional decisions |
| 3. Candidate uses assessment information to communicate student status and progress to students, parents, and appropriate others |
| 4. Candidate reflects on teaching practices by evaluating continually the effects of instruction |
| 5. Candidate evaluates students performance and determines the amount of progress |

Additional Comments and Feedback: (Maximum 2500 characters)

Submit
# Lesson Plan Implementation Assessment for Teacher Candidates

**Queens College**

**QCTEAMS: Quality Candidates Technology Enhancing Academic Management System**

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## LESSON PLAN IMPLEMENTATION ASSESSMENT FOR TEACHER

**Directions:** Please take some time to rate the candidate’s lesson plan developed as part of this course in terms of his/her ability to analyze, synthesize, and reflect upon the content and pedagogy associated with the discipline.

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Anna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens College Clinical Faculty (Supervisor):</td>
<td>Rater</td>
</tr>
<tr>
<td>Site Based Clinical Faculty-Cooperating Teacher / Supervisor</td>
<td>Date</td>
</tr>
<tr>
<td>Subject Area/Program:</td>
<td>Secondary English, grades 9-12</td>
</tr>
</tbody>
</table>

**Candidate: Anna**

**Rater: Anna**

**Date:** 08/06/2008

**Agency:** Queens College

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1. Candidate demonstrates content knowledge of the subject consistent with professional, state and institutional standards.
2. Candidate demonstrates pedagogical knowledge of the subject consistent with professional, state and institutional standards.
3. Candidate incorporates pedagogically appropriate strategies and techniques to meet the diverse instructional strengths and learning needs of all learners.
4. Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback.
5. Candidate includes the use of the appropriate materials, instructional strategies, and technology to present the content.
6. Candidate builds in formative and summative approaches for monitoring (assessing) student learning.
7. Candidate engages in a systematic process of inquiry, analysis, and self-reflection on the strengths, weaknesses, and impact of the lesson.

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**Additional Comments and Next Steps:** (Maximum 2500 characters)

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[Submit]
SAMPLE: Lesson Plan Assessment for Teacher Candidates

LESSON PLAN ASSESSMENT FOR TEACHER CANDIDATES

Directions: Please take some time to rate the candidate’s lesson plan developed as part of this methods course in terms of his/her ability to analyze, synthesize, and reflect upon the content and pedagogy associated with the discipline.

Candidate’s Name: [Name]
Program: Special Ed, Generalist (Alt Trans B Cert)
Course Code: 0756

1. Candidate demonstrates content knowledge of the subject consistent with professional, state, and institutional standards.

2. Candidate demonstrates pedagogical knowledge of the subject consistent with professional, state, and institutional standards.

3. Candidate incorporates pedagogically appropriate strategies and techniques to meet the diverse instructional strengths and learning needs of all learners.

4. Candidate includes the use of the appropriate materials, instructional strategies, and technology to present the content.

5. Candidate builds in formative and summative approaches for monitoring (assessing) student learning.

Additional Comments or Concerns: (Maximum 2500 characters)

Submit
Sample: Field Experience Assessment for Teacher Candidates

FIELD EXPERIENCE ASSESSMENT FOR TEACHER CANDIDATES

Directions: Please take some time at the end of the semester to rate the candidate in terms of his/her ability to analyze, synthesize, and reflect upon the field work experiences associated with this course.

Candidate's Name
Queens College Clinical Faculty (Supervisor):
Site Based Clinical Faculty-Cooperating Teacher/Supervisor
Subject Area/Program:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Choose one</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Candidate reflects upon the strategies and methods for presenting content knowledge observed in field observations.</td>
<td>Choose one</td>
</tr>
<tr>
<td>2.</td>
<td>Candidate brings experiences, observations, and questions from field observations into class discussions and assignments.</td>
<td>Choose one</td>
</tr>
<tr>
<td>3.</td>
<td>Candidate reflects upon the approaches to sequencing, pacing, evaluating, and adjusting the presentation of content knowledge during field observations.</td>
<td>Choose one</td>
</tr>
<tr>
<td>4.</td>
<td>Candidate reflects upon approaches for differentiating and personalizing the teaching and evaluation of content knowledge to address the strengths and needs of all learners during field observations.</td>
<td>Choose one</td>
</tr>
<tr>
<td>5.</td>
<td>Candidate reflects upon the use of materials and the integration of technology within the content area during field observations.</td>
<td>Choose one</td>
</tr>
<tr>
<td>6.</td>
<td>Candidate reflects upon the Education Unit's Core Values of Equity, Excellence and Ethics in relation to the teaching of content knowledge during field observations.</td>
<td>Choose one</td>
</tr>
</tbody>
</table>

Additional Comments or Concerns: (Maximum 2500 characters)

Submit
### CURRICULUM UNIT ASSESSMENT FOR TEACHER CANDIDATES

**Directions:** Please take same time to rate the candidate's curriculum unit developed (and where possible implemented) as part of this course in terms of the candidate's ability to organize and structure content, sequence the lessons, and assess student learning. In exterminating circumstances, a candidate may not be able to implement this unit, please check N/A as needed.

#### I. Design and Organization of Curriculum Unit

1. Candidate demonstrates content knowledge of the subject across the lessons that make up the unit consistent with professional, state, and institutional standards.
2. Candidate demonstrates pedagogical knowledge of the subject across the lessons that make up the unit consistent with professional, state, and institutional standards.
3. Candidate incorporates pedagogically appropriate strategies and techniques across the lessons that make up the unit to meet the diverse instructional strengths and learning needs of all learners.
4. Candidate offers clear evidence of the logical, intuitive sequence of information and demonstrates that each lesson plan within the unit contains a clearly articulated purpose and rationale, goals and objectives, adaptations for diverse learners, and an evaluation of student learning.
5. Candidate presents clear evidence of connection of unit to state learning standards within the discipline with frequent references to key facts and concepts all learners are likely to learn.
6. Candidate selects and incorporates research-based best-practices based approach across the lessons that make up the unit based on current literature within the discipline building a clear conceptual rationale for the approaches taken.

#### II. Implementation and Adjustment of Curriculum Unit

7. Candidate includes the use of the appropriate materials, instructional strategies, and technology across the lessons that make up the unit to present content and foster access to that content for all learners.
8. Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback within individual lessons and adjusts remaining lessons within the unit accordingly.
9. Candidate sequences instructional activities and approaches across the lessons that make up the unit to promote the movement of students through all phases of instruction: entry, acquisition, proficiency, maintenance, generalization, and application.
10. Candidate demonstrates broad level of subject matter knowledge across the lessons that make up the unit, especially in relation to student generated questions (i.e., all information is clear, appropriate, and correct).

#### III. Evaluation of Curriculum Unit and Student Learning

11. Candidate demonstrates the ability to engage in structured self-reflection including a thoughtful analysis of the strengths and weaknesses of each lesson and the unit as a whole in order to offer clear explanations of what should be done differently and why, in order to more actively engage students and promote student learning.
12. Candidate builds in formative and summative approaches for monitoring (assessing) student learning across the lessons that make up the unit.
13. Candidate gathers and presents clear evidence of student learning in relation to the critical content of each lesson within the unit.
14. Candidate gathers and presents clear evidence of student learning of the critical content or big ideas within the unit.

**Additional Comments or Concerns:** (Maximum 2500 characters)
Sample: Instructors Evaluation of Advanced Graduate Candidates Application of Research to Practice

INSTRUCTORS EVALUATION OF ADVANCED GRADUATE CANDIDATES APPLICATION OF RESEARCH TO PRACTICE

Directions: Please rate the candidate’s level of performance in relation to the application of research to practice as demonstrated in the context of the completion of the research project or comprehensive examination.

Candidate’s Name

Program

Course Code

Queens College Faculty

Date

Your name appears here

1. Equity—Candidate’s demonstrated knowledge, skills, and dispositions associated with building inclusive communities that nurture and challenge all learners.
   - Derives strategies from research to build inclusive communities that nurture and challenge all learners/clients. [Choose one]
   - Recognizes that research can influence our work toward equity and social justice. [Choose one]
   - Demonstrates understanding from research and self-exploration about one’s own culture and the cultures of others. [Choose one]
   - Uses research to understand school, family, and community contexts. [Choose one]

2. Excellence—Candidate’s demonstrated knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.
   - Demonstrates knowledge of research through inquiry, critical analysis, and synthesis of his or her subject. [Choose one]
   - Uses research to reflect on one’s practice and make necessary adjustments. [Choose one]
   - Reflects on how research influences classroom/community-based practices and how classroom/community-based practices influences research. [Choose one]
   - Incorporates technology in the research process. [Choose one]

3. Ethics—Candidate’s demonstrated knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.
   - Derives strategies from research that support teaching/interventions in diverse classrooms and communities. [Choose one]
   - Derives strategies from research that are consistent with democratic ideals and social justice. [Choose one]
   - Adheres to the ethical principles of research. [Choose one]

Comments (Maximum 2500 characters)

Submit