

## Candidate Self-Assessment

Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback received about your practice
- Evidence of impact with students
- Reflection on performance in observation(s)

### Dimensions of Readiness:

**Quality:** *ability to perform the skill, action or behavior;*

**Scope:** *the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality;*

**Consistency:** *the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.*

|       |  |       |  |
|-------|--|-------|--|
| Name: |  | Date: |  |
|-------|--|-------|--|

| I.A.1: Subject Matter Knowledge          |  |  |   |   |
|--|--|--|---|---|
| I-A-1.<br>Subject<br>Matter<br>Knowledge | Unsatisfactory   | Needs Improvement  | Proficient  | Exemplary   |
|  | Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality                                  |  |  |   |   |
| Scope                                    |  |  |   |   |
| Consistency                              |  |  |   |   |

| I.A.3: Well-Structured Units and Lessons    |  |   |   |  |
|---|--|---|---|--|
| I-A-3.<br>Well-Structured Units and Lessons | Unsatisfactory   | Needs Improvement   | Proficient  | Exemplary  |
|   | Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable <b>outcomes</b> ; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality                                     |  |   |   |  |
| Scope                                       |  |   |   |  |
| Consistency                                 |  |   |   |  |

| I.B.2: Adjustments to Practice    |   |  |  |   |
|-----------------------------------|---|--|--|---|
| I-B-2.<br>Adjustments to Practice | Unsatisfactory  | Needs Improvement  | Proficient   | Exemplary   |
|                                   | Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality                           |   |  |  |   |
| Scope                             |   |  |  |   |
| Consistency                       |   |  |  |   |

| II.A.3: Meeting Diverse Needs       |   |   |   |   |
|-------------------------------------|---|---|---|---|
| II-A-3.<br>Meeting<br>Diverse Needs | Unsatisfactory  | Needs Improvement   | Proficient  | Exemplary   |
|                                     | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality                             |   |   |   |   |
| Scope                               |   |   |   |   |
| Consistency                         |   |   |   |   |

| II.B.1: Safe Learning Environment       |  |   |   |   |
|---|--|---|---|---|
| II-B-1.<br>Safe Learning<br>Environment | Unsatisfactory   | Needs Improvement   | Proficient  | Exemplary   |
|   | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality                                 |  |   |   |   |
| Scope                                   |  |   |   |   |
| Consistency                             |  |   |   |   |

| II.E.1: High Expectations    |   |  |  |  |
|------------------------------|---|--|--|--|
| II-E-1.<br>High Expectations | Unsatisfactory  | Needs Improvement  | Proficient   | Exemplary  |
|                              | Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| Quality                      |   |  |  |  |
| Scope                        |   |  |  |  |
| Consistency                  |   |  |  |  |

| IV.A.1: Reflective Practice    |  |  |  |  |
|--------------------------------|--|--|--|--|
| IV-A-1.<br>Reflective Practice | Unsatisfactory   | Needs Improvement  | Proficient   | Exemplary  |
|                                | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning. |
| Quality                        |  |  |  |  |
| Scope                          |  |  |  |  |
| Consistency                    |  |  |  |  |

*Please share your Self-Assessment as well as the student learning goal & implementation plan with your Program Supervisor and Supervising Practitioner at least three days in advance of your Three-Way Meeting, or earlier upon request. Upload to your LiveText seminar course.*

## Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key: *Exemplary (E)*, *Proficient (P)*, *Needs Improvement (NI)*, *Unsatisfactory (U)*

|       |  |       |  |
|-------|--|-------|--|
| Name: |  | Date: |  |
|-------|--|-------|--|

| Self-Assessment Summary                  |         |       |             |
|--|---------|-------|-------------|
| Element                                  | Quality | Scope | Consistency |
| 1.A.1: Subject Matter Knowledge          |         |       |             |
| 1.A.3: Well-Structured Units and Lessons |         |       |             |
| 1.B.2: Adjustments to Practice           |         |       |             |
| 2.A.3: Meeting Diverse Needs             |         |       |             |
| 2.B.1: Safe Learning Environment         |         |       |             |
| 2.E.1: High Expectations                 |         |       |             |
| 4.A.1: Reflective Practice               |         |       |             |

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

| Area(s) of Strength | Evidence/Rationale | Element/Dimension |
|---------------------|--------------------|-------------------|
|                     |                    |                   |
|                     |                    |                   |

| Area(s) for Growth | Evidence/Rationale | Element/Dimension |
|--------------------|--------------------|-------------------|
|                    |                    |                   |
|                    |                    |                   |

Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.