

# Assessment of Teaching and Learning



**Assessment of Teaching and Learning**  
 Provides opportunities to consider prior knowledge and skills acquired in teacher preparation while assessing their teaching practice for strengths and areas for growth.



**Assessment of Teaching and Learning**

- Teacher Preparation & Induction Alignment Chart (B-1)
- K-W-O Chart (B-2)
- Initial Classroom/Assignment Observation (B-3)
- Post-Observation Reflection (B-4)
- Continuum of Teaching Practice
- Self-Assessment of CSTP
- Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b, E-2.7)



**Assessment of Teaching and Learning**



**Teacher Preparation to Induction Conversation**

- Connecting through alignment
- Teacher preparation artifacts



**Initial Classroom Observation**

- K-W-O Chart informs focus of observation
- Gather evidence of CSTP and Induction Program Standards
- Post-Observation Reflection

**Closure Conversation**

- Identify areas for growth and exploration



**Self-Assessment of Teaching Practice**

- Continuum of Teaching Practice
- Induction Program Standards
  - Pedagogy
  - Universal Access: Equity for all Students
    - a. Teaching English Learners
    - b. Teaching Special Populations



## Assessment of Teaching and Learning

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during an observation, to assess their teaching practice and identify strengths and areas for growth. This information is used in subsequent inquiries into their teaching practice. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their first Individual Induction Plan (IIP) and meet their professional growth goals.

### STEP ONE

#### Teacher Preparation and Induction Conversation

Purpose: Connecting prior experience to induction

#### I. Teacher Preparation and Induction Alignment Chart Conversation

- A. Review the following chart with your support provider during the first year:
  - Teacher Preparation and Induction Alignment Chart (B-1)
    - The grey bands on the left are for Multiple Subject Preliminary Credential Program Standards as an example of the alignment with the Induction Program Standards (IPS)
    - Through colored-coding, the central bands draw attention to the alignment between the Teaching Performance Expectations (TPE) and the California Standards for the Teaching Profession (CSTP)
- B. Discuss how the TPE and the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs were part of your prior experience. Determine which TPE have had the greatest impact on your teaching, to date.
  - Preliminary Education Specialist programs currently utilize the TPE, however, they are not required to complete the Teaching Performance Assessment (TPA)
  - Clear Education Specialist candidates should note additional language that enhances the TPE in several components for their credential
- C. Share artifacts/information from your teacher preparation experience (e.g., portfolio, artifacts, and student teaching documents).
- D. Compare and contrast the standards, expectations, and processes of teacher preparation with induction.

### STEP TWO

#### Initial Classroom/Assignment Observation

Purpose: Gathering evidence of current instructional application of standards

#### I. Initial Classroom/Assignment Observation

- A. Hold a pre-observation conversation with your support provider.
  - Consider information already gathered during the Context for Teaching and Learning Module
  - Inform your support provider of the specific focus area(s) for the lesson observation by completing the K-W-O Chart (B-2)
  - Support providers will gather evidence on observable CSTP & Induction Program Standards (B-3)
  - Arrange a time for your support provider to observe the lesson
- B. Observation by support provider.
  - The support provider gathers evidence on the Initial Classroom/Assignment Observation (B-3), using the identified focus area(s) from the K-W-O Chart (B-2) as a guide

#### II. Post-Observation Discussion

- A. With your support provider, review and discuss the evidence gathered during the observation, then record insights about your teaching practice on the Post-Observation Reflection (B-4).

**STEP THREE****Assessment Completion**

Purpose: Determining the level of practice related to the standard

**I. Review and mark the Continuum of Teaching Practice**

- A. Review and discuss the value of assessing teaching practice using the established criteria in the California Standards for the Teaching Profession.
- B. Read the Continuum of Teaching Practice introduction and review the developmental levels of performance. This will provide foundational information to assist in self-reflection, goal setting and inquiry into practice.
- C. Using the evidence gathered, during the Assessment of Teaching and Learning and Context for Teaching and Learning Modules, read the standard elements and consider application of the evidence gathered.
  - List evidence, in the space provided, under the applicable element from instructional practice and student performance in the first column
  - Use that evidence to determine a starting point for assessing practice
  - Assess level of current practice, by highlighting or underlining, based on the evidence
  - Date the self-assessment
  - Subsequent self-assessments can be dated and highlighted in a different color to show growth over time

**II. Review and mark the Induction Program Standards Self-Assessment (E-2.5, E-2.6, E-2.6a, E-2.6b) located in the Reflections on Teaching and Learning (Assessment Toolbox).**

☞ Clear Education Specialist candidates will also reflect and self-assess on the professional development options (E-2.7).

- A. Read and discuss each Induction Program Standard (E-2.5, E-2.6, E-2.6a, E-2.6b).
- B. Review evidence collected (Context for Teaching and Learning Module, observations, student work, and Conversation Guides). Record your strengths and challenges related to the application of your skills and abilities for each standard.
- C. You will complete an initial and final Self-Assessment for each Induction Program Standard (E-2.5, E-2.6, E-2.6a, E-2.6b).

**STEP FOUR****Closure Conversation**

Purpose: Focusing on key insights about practice

**I. Reflection**

- A. With your support provider, discuss insights gained from the Assessment of Teaching and Learning Module, using the Continuum of Teaching Practice and the Induction Program Standards Self-Assessment.
- B. Identify areas of focus for further exploration.
- C. A teacher's growth is developmental; therefore self-assessment will be revisited throughout the system. As teachers self-assess, they notice growth including a deeper understanding of the work in response to new teaching context, responsibilities, or challenges.

**Focusing Ahead: Inquiry**

*Based on information gathered in the Context for Teaching and Learning and the Assessment of Teaching of Learning Modules, begin the Inquiry by developing an Individual Induction Plan (IIP, C-1).*



# TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1

Teacher Preparation		Teaching Performance Assessment	Induction		
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	Domain A: Making Subject Matter Comprehensible to Students		CSTP 1: Engaging and Supporting All Students in Learning	1.1 Using knowledge of students to engage them in ...	
TPE 2: Monitoring Student Learning During Instruction				1.2 Connecting learning to students' prior ...	
TPE 3: Interpretation and Use of Assessment	Domain B: Assessing Student Learning		CSTP 2: Creating and Maintaining Effective Environments for Student Learning	1.3 Connecting subject matter to meaningful, real ...	
TPE 4: Making Content Accessible				1.4 Using a variety of instructional strategies ...	
TPE 5: Student Engagement				1.5 Promoting critical thinking through inquiry, ...	
TPE 6: Developmentally Appropriate Teaching Practices	Domain C: Engaging and Supporting Students in Learning		CSTP 3: Understanding and Organizing Subject Matter for Student Learning	1.6 Monitoring student learning and adjusting ...	
TPE 7: Teaching English Learners				2.1 Promoting social development and ...	
TPE 8: Learning about Students	Domain D: Planning Instruction and Designing Learning Experiences for All Students		CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	2.2 Creating physical or virtual learning ...	
TPE 9: Instructional Planning				2.3 Establishing and maintaining learning ...	
TPE 10: Instructional Time	Domain E: Creating and Maintaining Effective Environments for Student Learning		CSTP 5: Assessing Students for Learning	2.4 Creating a rigorous learning environment ...	
TPE 11: Social Environment				2.5 Developing, communicating, and ...	
TPE 12: Professional, Legal, and Ethical Obligations	Domain F: Developing as a Professional Educator		CSTP 6: Developing as a Professional Educator	2.6 Employing classroom routines, procedures, ...	
TPE 13: Professional Growth		2.7 Using instructional time to optimize learning			
			3.1 Demonstrating knowledge of subject matter ...		
			3.2 Applying knowledge of student development ...		
			3.3 Organizing curriculum to facilitate student ...		
			3.4 Utilizing instructional strategies that are ...		
			3.5 Using and adapting resources, technologies ...		
			3.6 Addressing the needs of English learners and ...		
			4.1 Using knowledge of students' academic ...		
			4.2 Establishing and articulating goals for student ...		
			4.3 Developing and sequencing long-term and ...		
			4.4 Planning instructional plans and curricular ...		
			4.5 Adapting instructional plans and curricular ...		
			5.1 Applying knowledge of the purposes, ...		
			5.2 Collecting and analyzing assessment data from ...		
			5.3 Reviewing data, both individually and with ...		
			5.4 Using assessment data to establish learning ...		
			5.5 Involving all students in self-assessment, goal ...		
			5.6 Using available technologies to assist in ...		
			5.7 Using assessment information to share timely ...		
			6.1 Reflecting on teaching practice in support of ...		
			6.2 Establishing professional goals and engaging ...		
			6.3 Collaborating with colleagues and the broader ...		
			6.4 Working with families to support student ...		
			6.5 Engaging local communities to support student ...		
			6.6 Managing professional responsibilities to ...		
			6.7 Demonstrating professional responsibility ...		

Date:

## K-W-O Chart (B-2)

**DIRECTIONS:** Determine a specific area of focus for the support provider's observation. Reflect on current practice and indicate:

1. What I **know** about my instructional practice
2. What I **want** to know about my instructional practice
3. What I would like my support provider to **observe**

### K-W-O Chart

**What I know** about my instructional practice and student outcomes

(e.g., I create an environment of respect; students understand the routines and procedures in my class; promote communication collaboration, critical thinking, and creativity, etc.)

**What I want to know** about my instructional practice and student outcomes.

(e.g., Effective strategies to differentiate instruction to meet the needs of my EL students; questions that prompt critical thinking, etc.)

**What I would like my support provider to observe.**

(e.g., Evidence of how I check for understanding; how my lesson design meets the needs of my EL students, etc.)

Date:

## Initial Classroom/Assignment Observation (B-3)

Collection of Evidence: California Standards for the Teaching Profession

<b>CSTP 1:</b> Engaging and Supporting All Students in Learning	<b>CSTP 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>CSTP 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>CSTP 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>CSTP 5:</b> Assessing Students for Learning	<b>CSTP 6:</b> Developing as a Professional Educator



Date:

### Post-Observation Reflection (B-4)

**DIRECTIONS:** With your support provider, use evidence from the observation to capture key insights about your teaching.

**Post-Observation Key Insights:**

Participating teacher reflection:

Key evidence shared after observation:

Insights: