Overview

Program supervisors and supervising practitioners may use this form to reflect on the teacher candidate’s performance thus far and establish a baseline assessment of readiness for the licensure role. The Supervisor Baseline Assessment Form can be compared to the Candidate Self-Assessment Form during the first Three-Way Meeting to establish areas of strength and areas for growth.

**Directions**

Review the performance descriptors for each Essential Element, then reflect on the candidate’s current performance and rate them on the three dimensions of readiness:

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

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

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

Please note, the CAP Rubric recognizes that while quality is an indicator of skill, proficiency in scope and consistency will come with time. While candidates are expected to demonstrate proficiency in quality for each of the Essential Elements by the conclusion of CAP, they may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency.

**Candidate Name:**

**Date Completed:**

Baseline Assessment Rubric

**I-A-1 Subject Matter Knowledge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1 Subject Matter Knowledge | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements:Demonstrates sound knowledge of the subject matter by:  * Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.
* Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.
* Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
 | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**I-C-2 Adjustments to Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-C-2 Adjustments to Practice | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded support for improved and more equitable student learning outcomes.  | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
|  |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**II-A-1 High Expectations and Support**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-1 High Expectations and Support | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:* Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
* Providing flexible and responsive supports, scaffolds, and tools to meet students’ needs.
* Communicating clear criteria for success (e.g., models, rubrics, exemplars).
* Reinforcing perseverance and effort with challenging content and tasks.
 | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
|  |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**II-A-3 Inclusive Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-3 Inclusive Instruction  | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Accommodates and supports individual differences in all students’ learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: * Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students’ native language and linguistic resources to make grade-level content accessible and affirming for all students.
* Providing students with multiple ways to learn content and demonstrate understanding.
 | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
|  |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**II-B-2 Safe Learning Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-2 Safe Learning Environment | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: * Establishing, with student input, classroom routines and systems to support student learning.
* Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness).
* Supporting student accountability for the impact of their actions.
* Enabling students to take academic risks and share ideas freely.
* Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
 | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
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| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**III-C-1 Collaboration on Student Learning and Well-Being**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1 Collaboration on Student Learning and Well-Being | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Partners with families to support students’ learning and well-being by: * Leveraging families’ cultural and linguistic knowledge and expertise as assets.
* Engaging with families about what students are learning in the classroom and expectations for student success.
* Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
 | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

**IV-A-1 Reflective Practice**

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| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1 Reflective Practice | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | The candidate’s performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.  | The candidate’s performance fully meets the requirements: Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. | The candidate’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate’s practice would serve as a model for peers and in-service educators. |
| **Quality** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

Baseline Assessment Summary

In the table below, please record your assessment ratings for each Essential Element using the following key: Exemplary (E), Proficient (P), Needs Improvement (NI), and Unsatisfactory (U). Please note, the CAP Rubric recognizes that while quality is an indicator of skill, proficiency in scope and consistency will come with time. While candidates are expected to demonstrate proficiency in quality for each of the Essential Elements by the conclusion of CAP, they may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency.

|  |
| --- |
| **Baseline Assessment Summary** |
| **Element** | **Quality** | **Scope** | **Consistency** |
| I-A-1 Subject Matter Knowledge |  |  |  |
| I-C-2 Inclusive Instruction |  |  |  |
| II-A-1 High Expectations and Support |  |  |  |
| II-A-3 Adjustments to Practice |  |  |  |
| II-B-2 Safe Learning Environment |  |  |  |
| III-C-1 Collaboration on Student Learning and Well-Being |  |  |  |
| IV-A-1 Reflective Practice |  |  |  |

Based on the assessment ratings, briefly summarize the candidate’s areas of strength and high-priority areas for growth.

|  |  |  |
| --- | --- | --- |
| **Areas of Strength** | **Aligned Essential Element** | **Evidence/Rationale** |
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|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Areas for Growth** | **Aligned Essential Element**  | **Evidence/Rationale** |
|  |  |  |
|  |  |  |