Candidate Self-Assessment Form

NAME: _____ DATE: _____

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. Authenticity is encouraged. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students
- Reflection on performance in Announced Observation #1

1.A.4: Well-Structure Lessons				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
1-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

1.B.2: Adjustment to Practice				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
1-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and 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 appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **Consistency**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality;* **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*

2.A.3: Meeting Diverse Needs				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
2-A-3. Meeting Diverse Needs	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 practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

2.B.1: Safe Learning Environment				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
2-B-1. Safe Learning Environment	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. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **Consistency**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality;* **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*

2.D.2: High Expectations				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
2-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

4.A.1: Reflective Practice				
	1-Unsatisfactory	2-Needs Improvement	3-Proficient	4-Exemplary
4-A-1. Reflective Practice	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 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; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Dimension	**1 - Unsatisfactory**	**2 - Needs Improvement**	**3 - Proficient**	**4- Exemplary**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **Consistency**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality;* **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*

Candidate Self-Assessment: Summary Sheet

Name:		Date:	

Directions: In the table below, please record the rating for each element. Use the following key: *Exemplary (4), Proficient (3), Needs Improvement (2), Unsatisfactory (1)*

Self-Assessment Summary			
Element	**Quality**	**Consistency**	**Scope**
1.A.4: Well-Structured Lessons			
1.B.2: Adjustment to Practice			
2.A.3: Meeting Diverse Needs			
2.B.1: Safe Learning Environment			
2.D.2: 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 Summary 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.

Original and complete Self-Assessment and Summary Sheet must be included in the candidate's Licensure Application Packet