

The form is completed at the 1st 3-way meeting when discussing the Candidate's Self-Assessment, Preliminary Goals worksheet, and in preparation of the Finalized Professional Goals and Implementation Plan.

| 1.A.4: Well-Structured 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 need. Models this element. |
| 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; uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions/enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes; frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions/enhancements for individuals and groups of students and appropriate modifications of lessons and units. Models this element. |
| Quality | | | | |
| Scope | | | | |
| Consistency | | | | |

| 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 students with disabilities and ELLs. | 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. |
| Quality | | | | |
| Scope | | | | |
| Consistency | | | | |

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| 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. |
| Quality | | | | |
| Scope | | | | |
| Consistency | | | | |

| 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. |
| 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. |
| Quality | | | | |
| Scope | | | | |
| Consistency | | | | |