



**Office of Curriculum, Instruction, and Professional Development
New Teacher Project**

BEST PRACTICE FORMATIVE ASSESSMENT

Participating Teacher _____ Site _____ 1st or 2nd Yr. Teacher or other _____ Credentialed (yes or no) _____

New Teacher Coach _____ (list site if different from BT's site) _____ Observation Date: #1 _____ #2 _____

Directions: Use the "RESOURCES for Professional Practice" book to help the both of you mark the 6 page CSTP worksheet continuum during the post observation conferences. The PT should assist in marking the continuum. Then transfer markings to this sheet by marking 1 in boxes for first observation and 2 in boxes for second observation. The CSTP are standards for all teachers, so a Participating Teacher may be at the first two levels in many of the standards. This rating is to show growth over time and is not tied to the Participating Teacher's Stull evaluation by principal and is confidential.

NC-Not Consistent with Standard Expectations

D-Developing Beginning Practice

M-Maturing Beginning Practice

E-Experienced Practice that Exemplifies the Standard

1. Engaging & Supporting All Students in Learning	NC	D	M	E
<input type="checkbox"/> 1.1 Connecting students' prior knowledge, life experience, and interests with learning				
<input type="checkbox"/> 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs				
<input type="checkbox"/> 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice				
<input type="checkbox"/> 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful				
<input type="checkbox"/> 1.5 Promoting self-directing, reflective learning for all students				
2. Creating and Maintaining Effective Environments for Student Learning	NC	D	M	E
<input type="checkbox"/> 2.1 Creating a physical environment that engages all students				
<input type="checkbox"/> 2.2 Establishing a climate that promotes fairness and respect				
<input type="checkbox"/> 2.3 Promoting social development and group responsibility				
<input type="checkbox"/> 2.4 Establishing & maintaining standards for student behavior				
<input type="checkbox"/> 2.5 Planning & implementing classroom procedures & routines that support student learning				
<input type="checkbox"/> 2.6. Using instructional time wisely				
3. Understanding & Organizing Subject Matter for Student Learning	NC	D	M	E
<input type="checkbox"/> 3.1 Demonstrating knowledge of subject matter content and student development				
<input type="checkbox"/> 3.2 Organizing curriculum to support student understanding of subject matter areas				
<input type="checkbox"/> 3.3 Interrelating ideas and information within and across subject matter areas				
<input type="checkbox"/> 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.				
<input type="checkbox"/> 3.5 Using materials, resources, and technologies to make subject matter accessible to students.				

4. Planning Instruction & Designing Learning Experiences for All Students	NC	D	M	E
<input type="checkbox"/> 4.1 Drawing on and valuing students' backgrounds, interests and developmental needs				
<input type="checkbox"/> 4.2 Establishing and articulating goals for student learning				
<input type="checkbox"/> 4.3 Developing and sequencing instructional activities and materials for student learning				
<input type="checkbox"/> 4.4 Designing short-term and long-term plans to foster student learning				
<input type="checkbox"/> 4.5 Modifying instructional plans to adjust for student needs				
5. Assessing Student Learning	NC	D	M	E
<input type="checkbox"/> 5.1 Establishing and communicating learning goals for all students				
<input type="checkbox"/> 5.2 Collecting and using multiple sources of information to access student learning				
<input type="checkbox"/> 5.3 Involving and guiding all students in assessing their own learning				
<input type="checkbox"/> 5.4 Using the results of assessments to guide instruction				
<input type="checkbox"/> 5.5 Communicating with students, families and other audiences about student progress				
6. Developing as a Professional Educator	NC	D	M	E
<input type="checkbox"/> 6.1 Reflecting on teaching practice and planning professional development				
<input type="checkbox"/> 6.2 Establishing professional goals and pursuing opportunities to grow professionally				
<input type="checkbox"/> 6.3 Working with communities to improve professional practice				
<input type="checkbox"/> 6.4 Working with families to improve professional practice				
<input type="checkbox"/> 6.5 Working with colleagues to improve professional practice				

Approved: Lisa Isbell Hager, ED.D., Assistant Director. PDC
Publication Authorized: Christine Dominguez, Deputy Superintendent
pk07/forms/BTSA 2006-07/BPFormativeAssessment

October – submit all 3 copies to your coordinator. She will record it on her monthly report and then return it to you for your March

March - White: Beginning Teacher

Yellow: New Teacher Coach

Pink: Pat Kishi, TRC-PDC



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