Georgia Candidate Keys Effectiveness System
Candidate Assessment on Performance Standards (CAPS)

Performance Standard 1: Professional Knowledge
The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Indicators at the Level III Level

1.1 Addresses appropriate curriculum standards and integrates key content elements.

1.2 Facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates accurate, deep, and current knowledge of subject matter.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates extensive content and pedagogical knowledge**, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level IV continually seek ways to serve as role models or teacher candidate leaders.)	The teacher candidate **consistently demonstrates an understanding** of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate **inconsistently demonstrates understanding** of curriculum, subject content, pedagogical knowledge, and student needs, **or** lacks fluidity in using the knowledge in practice.	The teacher candidate **inadequately demonstrates understanding** of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Observation of student engagement

Planning projects

Performance Standard 2: Instructional Planning
The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Indicators at the Level III Level

2.1 Analyzes and uses student learning data to inform planning

2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).

2.3 Plans instruction effectively for content mastery, pacing, and transitions.

2.4 Plans for instruction to meet the needs of all students.

2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher **candidate continually seeks and uses** multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate **consistently plans** using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate **inconsistently uses** state and local school district curricula and standards, **or** inconsistently uses effective strategies, resources, **or** data in planning to meet the needs of all students.	The teacher candidate **does not plan, or plans without adequately using** state and local school district curricula and standards, **or** without using effective strategies, resources, **or** data to meet the needs of all students.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Observation of lesson – feedback from supervisor

Unit plans with supporting documents – assessments, handouts, rubrics, etc.

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Indicators at the Level III Level

3.1 Engages students in active learning and maintains interest.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

3.4 Uses a variety of research-based instructional strategies and resources.

3.5 Effectively uses appropriate instructional technology to enhance student learning.

3.6 Communicates and presents material clearly, and checks for understanding.

3.7 Develops higher-order thinking through questioning and problem-solving activities.

3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually facilitates** students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.	The teacher candidate **consistently promotes** student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher **candidate inconsistently uses** research-based instructional strategies. The strategies used are sometimes not appropriate for the content area **or** for engaging students in active learning **or** for the acquisition of key skills.	The teacher candidate **does not use** research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning **or** acquisition of key skills.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Lesson Plans
Observation of lesson – feedback from supervisor
Unit plans with supporting documents – assessments, handouts, rubrics, etc.
Student work samples

Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Indicators at the Level III Level

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Performance Rubrics			
☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually facilitates** each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate **consistently challenges and supports** each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate **inconsistently challenges** students by providing appropriate content **or** by developing skills which address individual learning differences.	The teacher candidate **does not challenge** students by providing appropriate content **or** by developing skills which address individual learning differences.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Lesson Plans
Unit plans with all supporting documents
Observation of lesson; feedback from supervisor
Student work samples
Data notebooks and/or candidate's notes on observation of students
Evidence of collaboration with co-teachers (i.e. special ed teachers, IEP/504, ESOL, gifted, EIP, etc.)
Formative and summative assessments with rubrics

Performance Standard 5: Assessment Strategies
The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Indicators at the Level III Level

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Varies and modifies assessments to determine individual student needs and progress.

5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.6 Uses assessment techniques that are appropriate for the developmental level of students.

5.7 Collaborates with others to develop common assessments, when appropriate.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates** expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress.	The teacher candidate **systematically and consistently chooses** a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher candidate **inconsistently chooses** a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher candidate **chooses an inadequate** variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson plans
Unit plans with all supporting documents
Formative and summative assessments with rubrics
Student work samples
Assessment reflection/commentary
Summary description of grading procedures

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Indicators at the Level III Level

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.

6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.

6.5 Shares accurate results of student progress with students, parents, and key school personnel.

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.

6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates** expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidate rated as Level IV continually seeks ways to serve as role models or teacher candidate leaders.)	The teacher candidate **systematically and consistently gathers**, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate **inconsistently gathers, analyzes, or uses** relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate **does not gather, analyze, or use** relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Lesson plans
Examples of pre- & post-assessments with analysis
Evidence of how assessment results were used for next steps
Student work samples with feedback from candidate
Evidence of decisions made based on assessment data – differentiated grouping, differentiated assessment, remediation, etc.
Evidence of how assessment data are communicated to parents – progress reports, report cards, student/parent conferences, etc.

Performance Standard 7: Positive Learning Environment
The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Indicators at the Level III Level

7.1 Responds to disruptions in a timely, appropriate manner.

7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.

7.3 Models caring, fairness, respect, and enthusiasm for learning.

7.4 Promotes a climate of trust and teamwork within the classroom.

7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

7.6 Actively listens and pays attention to students' needs and responses.

7.7 Creates a warm, attractive, inviting, and supportive classroom environment.

7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually engages** students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.	The teacher candidate **consistently provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate **inconsistently provides** a well-managed, safe, **and** orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate **inadequately addresses** student behavior, displays a negative attitude toward students, ignores safety standards, **or** does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Procedural checklist
Observation notes made by the candidate
Feedback from supervisor and/or mentor teacher
Student feedback/survey data
Parent feedback/survey data
Classroom map
Reflections by the candidate

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators at the Level III Level

8.1 Maximizes instructional time.

8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.

8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.

8.4 Provides transitions that minimize loss of instructional time.

8.5 Communicates high, but reasonable, expectations for student learning.

8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.

8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually creates** an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.	The teacher candidate **consistently creates** a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher **candidate inconsistently provides** a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate **does not provide** a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson plans

Observation with feedback from supervisor and/or mentor teacher

Student feedback/survey data

Self-analysis of a videotaped lesson

Reflections by the candidate

Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Performance Indicators at the Level III Level

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

9.3 Respects and maintains confidentiality.

9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.

9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.

9.6 Demonstrates flexibility in adapting to school change.

9.7 Engages in activities outside the classroom intended for school and student enhancement

9.8 Maintains appropriate interactions with students, parents, faculty, and staff.

9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

Performance Rubrics			
☐ **Level IV**	☐ **Level III**	☐ **Level II**	☐ **Level I**
The teacher candidate **continually engages** in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The teacher candidate **consistently exhibits** a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate **inconsistently supports** the school's mission **or** seldom participates in professional growth opportunities.	The teacher candidate **shows a disregard** toward professional ethics **or** the school's mission **or rarely takes advantage** of professional growth opportunities.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Feedback from supervisor and/or mentor teacher on meeting professional expectations – on time, meeting dress code, attendance
Evidence of membership in professional organization(s)
Evidence of participation in professional learning opportunities (workshops, conferences, etc.)
Dispositions evaluation (completed by supervisor and mentor teacher)
Self-assessment/reflection of professionalism
Attendance log

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators at the Level III Level

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually uses** communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.	The teacher candidate **communicates effectively and consistently** with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate **inconsistently communicates** with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate **inadequately communicates** with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Examples of Evidence/Artifacts to demonstrate performance on this standard:
Parent contact logs
Sample email communication with parents
Personal blog sites or websites used to communicate with students and parents
Feedback from supervisor and mentor teacher
Evidence of effective use of social media to communicate with students and parents
Parent letters
Newsletters
Evidence of communication with colleagues (other professionals in the school/district) which demonstrates collaboration to meet student needs
Observation feedback on lesson delivery from supervisor and/or mentor teacher