WTCS Repository

10-522-2 Foundations of Teacher Education

Performance Assessment Tasks

10-522-2 Foundations of Teacher Education WTCS TSA Scoring Guide 2017

Directions

This summative assessment scoring guide will be used to determine if you have met the program outcomes at the end of the program. To meet the requirements on the scoring guide, you will be asked to draw upon the skills and concepts that have been developed throughout the program and are necessary for successful employment in your field.

This scoring guide may be used to evaluate your work at your practicum site, the portfolio you have developed, or journal reflections. Your instructor will provide detailed instructions on the tool(s) used.

After your instructor completes this scoring guide, you will receive feedback on your performance including your areas of accomplishment and areas that need improvement.

Notes for Evaluators

This TSA is used for 10-522-2 Foundations of Teacher Education

In this performance assessment learners will demonstrate a skill required to perform a technical task.

1. Contextualize Directions to Learner and scoring guide to specific skill and task.

2. Add criteria specific to skill and task.

3. Revise the criteria on the scoring guide if necessary.

4. Revise the Directions to Learner to include specific information for the specific skill and setting. Include specifics regarding equipment or tools that the learner must provide. Clarify the learner's responsibility in finding a role-play patient or client or remove that step from the instructions. Identify the resources that will be provided.

5. Add instructions if you intend to include peer assessment.

6. Make extra copies of the scoring guide available to learners for self assessment and peer assessment.

Environment   Classroom

Evaluator(s)

Instructor

Target Program Outcomes

1.   Demonstrate instructional support strategies for content areas

2.   Implement developmentally appropriate practices to foster learning

3.   Adapt instruction to meet the diverse needs of all learners

4.   Use proactive classroom management techniques

5.   Perform professional responsibilities

6.   Incorporate the reflective process to promote professional growth

Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

Scoring Standard

You must receive a rating of "met" on each criterion in order to successfully complete this assessment.

Scoring Guide

	Criteria	Ratings
1.	**Demonstrate instructional support strategies for content areas**	**Met Not Met**
2.	Apply support strategies for math	Met Not Met
3.	Apply support strategies for language arts	Met Not Met
4.	Apply support strategies for science	Met Not Met
5.	Use language of instruction while supporting learning	Met Not Met
6.	Use the learning cycle	Met Not Met
7.	Model and encourage critical thinking	Met Not Met
8.	Collect data to support instruction	Met Not Met
9.	Record student observations using objective observational techniques	Met Not Met
10.	Administer informal assessments according to established	Met Not Met
11.	**Implement developmentally appropriate practices to foster learning**	**Met Not Met**
12.	Apply developmentally appropriate standards (Wisconsin Model Early Learning Standards: WMELSA, DPI)	Met Not Met
13.	Use developmentally appropriate questioning techniques	Met Not Met
14.	Model developmentally appropriate interactions with students	Met Not Met
15.	Demonstrate developmentally appropriate academic and behavioral outcomes	Met Not Met
16.	**Adapt instruction to meet the diverse needs of all learners**	**Met Not Met**
17.	Apply brain-based learning theories	Met Not Met
18.	Implement teacher directed modifications to assist student learning	Met Not Met
19.	Incorporate timely instructional adaptations and accommodations to support student learning	Met Not Met
20.	Support group learning activities	Met Not Met
21.	Demonstrate use of a variety of technologies to support student learning	Met Not Met
22.	Encourage student independence through scaffolding	Met Not Met
23.	**Use proactive classroom management techniques**	**Met Not Met**

24.	Identify possible causes of student behavior (FBA, A-B-C)	Met Not Met
25.	Apply positive behavior management techniques (ABA, RTI/PBIS)	Met Not Met
26.	Follow established classroom and school policies and procedures	Met Not Met
27.	Carry out behavior management/intervention consistently	Met Not Met
28.	Build positive rapport with students	Met Not Met
29.	**Perform professional responsibilities**	**Met Not Met**
30.	Adhere to legal policies and procedures	Met Not Met
31.	Follow confidentiality guidelines	Met Not Met
32.	Demonstrate professionalism	Met Not Met
33.	Follow school policies and procedures	Met Not Met
34.	Report health and safety issues to supervisors	Met Not Met
35.	Demonstrate initiative in responding to student and teacher needs	Met Not Met
36.	Use "person first" language	Met Not Met
37.	**Incorporate the reflective process to promote professional growth**	**Met Not Met**
38.	Demonstrate reflective self-assessment	Met Not Met
39.	Use goal setting to enhance professional growth	Met Not Met
40.	Use resources to enhance professional growth	Met Not Met
41.	Demonstrate the ability to receive and incorporate feedback	Met Not Met