

# Assessment of Teaching and Learning

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during a classroom observation, to assess their teaching practice and identify strengths and areas for growth. This information is used in subsequent inquiries into their teaching practice. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their first Individual Induction Plan (IIP) and meet their professional growth goals.

<b>STEP ONE</b>	<b>Teacher Preparation and Induction Conversation</b> Purpose: Connecting prior experience to Induction
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## I. Teacher Preparation and Induction Alignment Chart Conversation

- A. Review the following charts with your support provider during the first year:
  - Teacher Preparation and Induction Alignment Chart (B-1.1)
  - Induction Program Standard Comparison Chart (B-1.2)
- B. Discuss how the *Teaching Performance Expectations (TPE)* and the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* were part of your prior experience. Determine which TPE have had the greatest impact on your teaching, to date.
- C. Share artifacts from your teacher preparation experience (e.g., TPA work, portfolio, and student teaching documents).
- D. Compare and contrast the standards, expectations, and processes of teacher preparation with Induction.

<b>STEP TWO</b>	<b>Initial Classroom Observation</b> Purpose: Gathering evidence of current classroom application of standards
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## I. Initial Classroom Observation

- A. Hold a pre-observation conversation with your support provider.
  - Consider information already gathered during the Context for Teaching and Learning Module
  - Inform your support provider of the specific focus area(s) for the lesson observation by completing the K-W-O Chart (B-2)
  - Support providers gather evidence on observable CSTP & Induction Program Standards
  - Arrange a time for your support provider to observe the lesson.
- B. Using the K-W-O Chart for identification of the specific focus area(s), the support provider gathers evidence on the Initial Classroom Observation document (B-3).

## II. Post-Observation Discussion

- A. With your support provider, review and discuss the evidence gathered during the observation, then record insights about your teaching practice on the Post-Observation Reflection (B-4).

B.

**STEP THREE**

**Assessment Completion**

Purpose: Determining the level of practice related to the standard

**I. Review the Continuum of Teaching Practice (E-1)**

- A. Review and discuss the value of assessing teaching practice using the established criteria in the California Standards for the Teaching Profession.
- B. Read the descriptors for each level on the Continuum of Teaching Practice (or alternative assessment tool). Based on the evidence gathered, discuss examples of your practice in relation to the criteria.

**II. Mark the Self-Assessment (E-2.1, E-2.5, E-2.6, E-2.6a, E-2.6b) located in the Reflections on Teaching and Learning (Assessment Toolbox)**

- A. Self-Assessment of CSTP (E-2.1): Based on prior experience (TPA), and the evidence gathered during the Assessment of Teaching and Learning and Context for Teaching and Learning Modules, mark each element in the assessment column on the Self-Assessment, using the appropriate evidence code(s), located at the bottom of the assessment.
- B. Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b): Review each Induction Program Standard. Based on prior experience, and evidence gathered during the Assessment of Teaching and Learning and the Context for Teaching and Learning Modules, discuss, with your support provider, how you are applying each standard in your classroom practice. In the Initial Self-Assessment section for each standard, record how your teaching practice relates to that standard.

**STEP FOUR**

**Closure Conversation**

Purpose: Focusing on key insights about practice

**I. Reflection**

- A. Discuss insights gained from the Assessment of Teaching and Learning Module, the CSTP, and the reflection on the Induction Program Standards, with your support provider.
- B. Identify areas of focus for further exploration.

Note: The Induction Program Standard Self-Assessment documents will be revisited each time a self-assessment is completed during the participating teacher's program.

**Focusing Ahead: Inquiry**

*Based on information gathered in the Context for Teaching and Learning and the Assessment of Teaching of Learning Modules, begin the Inquiry by developing an Individual Induction Plan (IIP, C-1).*