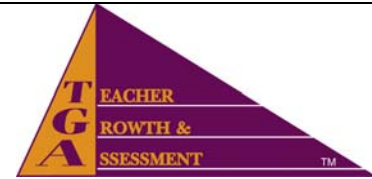




University of North Carolina at Greensboro  
Teacher Growth and Assessment for Pre-Service



*ASSESSMENT MATRIX*

**PURPOSE:** In order to provide feedback on the expectations of pre-service teachers for standards-based performance during the learning-to-teach process, we have adapted the SERVE Model for Teacher Growth and Assessment (© 2000, SERVE) as a summative assessment tool. This Assessment Matrix, which is based on the Interstate New Teacher Assessment and Support Consortium principles, or INTASC, clearly describes what pre-service teachers should know and be able to do by the end of their student teaching experience. This Assessment Matrix is to be used by field-based and UNCG supervisors (e.g., OSTEs) at the end of every semester to assess the progress of every Intern and Student Teacher as they develop and grow in these areas. Each program has designated specific performance dimensions to be targeted and assessed for each internship, and every student teacher must be assessed on all performance dimensions at the end of the student teaching experience. Self-assessment and continuous improvement using this matrix as a guide also remain a primary goal. This system is not to be used for single lesson observations. Instead it is meant to take into account all the efforts of the pre-service teacher during an entire semester.

**DIRECTIONS: Preservice Teacher Self-Assessment:** Use this matrix as rubric to help you assess your current level of performance on each of the designated performance dimensions that are the focus of assessment during your Internships. You should also work on developing an understanding of the remaining dimensions in preparation for student teaching.

**Supervisor Assessment (Cooperating Teachers (OSTEs) and UNCG Supervisors):** Use this matrix as a rubric to guide your formative observations and the oral and written feedback you give to each preservice teacher you are evaluating. At the end of the semester use the Teacher Growth and Assessment for Pre-Service (TGAP) Assessment Matrix to indicate your summative evaluation of the preservice teacher's performance for that semester. Please base your assessment on observations of the pre-service teacher's preparation for and execution of instruction in the classroom, including their required Critical Performance(s). **Please refer to the Scoring Guide to determine which performance dimensions you are scoring for Interns or Student Teachers.**

**PLANNING**

<b>1. Long-range planning with sequencing (INTASC 1, 4, 7, 9) (NCPTS 2b.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional and/or assessment goals or strategies. Plans consist of little more than pages of texts or topics to be addressed. Unit planning, if applicable, is inadequate or weak.	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the design and sequence of units. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.	There is evidence of strong daily, weekly or unit planning focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans, student performance, and student feedback in developing and/or modifying ideas for subsequent plans. The teacher plans lessons that encourage students to see, question, and interpret ideas from diverse perspectives.
<b>2. Alignment with curriculum (INTASC 1, 7) (NCPTS 3a.2, 3d.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The evidence indicates that instructional content is inconsistently aligned with the North Carolina state curriculum (e.g., NC Standard Course of Study). Key topics or goals of curriculum may be missing in plan(s).	The evidence indicates that instructional content is consistently aligned with North Carolina state curriculum (e.g., NC Standard Course of Study). The plan(s) indicate that instructional goals of the curriculum are met. The teacher integrates effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher integrates 21 <sup>st</sup> century skills and content in instruction.	The evidence indicates instructional content is consistently aligned with the North Carolina state curriculum (e.g., Standard Course of Study). The teacher has developed a plan or method to ensure that all appropriate instructional goals of the curriculum for this lesson(s) are met. Manageable sets of curriculum goals/objectives within this lesson/unit are prioritized. The teacher integrates, evaluates and reflects on effective literacy instruction throughout the curriculum and across content areas to enhance student learning. The teacher consistently integrates 21 <sup>st</sup> century skills and content in instruction.
<b>3. Materials/equipment (INTASC 1, 4, 6)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.	The teacher is prepared for class with all necessary materials and equipment readily accessible and working properly.	Advance planning ensures that the lesson(s) move smoothly. All materials and equipment are prepared ahead of class. The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.

**INSTRUCTION**

<b>4. Context of the lesson (INTASC 1, 2, 3, 7) (NCPTS 2b.1, 2b.2, 4g.1, 4g.2)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities. The teacher does not frame the context of the lesson in a key problem or question and rarely stimulates the students to reflect on prior experiences.	Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated. The teacher frames the context in a key problem or question. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms.	The teacher sets context of lesson in a creative way that engages students from the beginning. Expectations for student learning are well articulated and clearly understood by all students. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family or community norms. The teacher stimulates student reflection on past experiences and prior knowledge. The teacher effectively links new ideas to familiar ideas.
<b>5. Content knowledge; presentation (INTASC 1, 4, 7) (NCPTS 3b.2, 4g.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The teacher displays some errors or lack of depth in content and has difficulty explaining the relevancy of the material. Attempts are made to explain content, but there is little follow-up to student questions.	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Explanations are clearly stated. Student questions are followed up by attempts to present the material more effectively, using alternative explanations to assist student understanding. The teacher encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher provides relevant experiences to engage students in interpreting ideas from a variety of perspectives. The teacher is creative and flexible in presentation ensuring that all students understand before moving on. The teacher prompts students' curiosity for learning beyond the required coursework.
<b>6. Appropriateness of the lesson; pacing (INTASC 4, 7) (NCPTS 4e.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The pacing of the lesson (e.g., flow of lesson or appropriate allocation of time to activities) is inconsistent. Opportunities for student engagement are limited with inconsistently appropriate use of instructional time. Frequent off-task behaviors observed. Activities are not always developmentally appropriate.	The pacing of the lesson (e.g., flow of lesson including transitions and closure) consistently offers opportunities for active student engagement with appropriate use of instructional time. Activities reflect developmentally appropriate practices and promote critical thinking and problem solving	Throughout the lesson, all students are actively engaged in a variety of meaningful ways with maximum use of instructional time including effective transitions and closure. Activities are based on developmentally appropriate practices that challenge without overwhelming students. Lessons encourage students to think critically and problem solve in meaningful contexts.

<b>7. Use of technology and instructional resources (INTASC 6) (NCPTS 4c.1, 4d.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The evidence indicates limited or inappropriate use of available technology and/or other supplementary instructional resources (e.g., math manipulatives).	The evidence indicates consistent integration of available computer technology and other supplementary instructional resources as appropriate to objectives of the lesson.	The evidence indicates that the teacher consistently expands the integration of available computer technology and a wide variety of other supplementary instructional resources. The teacher creates tasks within a lesson to further student expertise and use of available computer technology and resources.
<b>8. Effectiveness of instructional strategies (INTASC 1, 2, 3, 4, ) (NCPTS 1d.1, 2d.2, 4e.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The evidence indicates limited knowledge of a variety of appropriate instructional strategies. Teacher relies heavily on one or two strategies regardless of effectiveness.	The evidence indicates growing knowledge and consistently effective use of a variety of research-verified instructional strategies that are developmentally appropriate and promote critical thinking and problem solving. The teacher is able to gauge effectiveness of selected strategies based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students' learning.	The evidence indicates the teacher has selected and created a wide range of research-verified instructional strategies that effectively meet the unique learning needs of all students and consistently engages students in critical thinking and problem solving in meaningful contexts. The teacher places an emphasis on creativity and effectiveness based on student outcomes and student feedback. The teacher implements and adheres to policies and practices positively affecting students' learning.
<b>9. Strategies for differentiation (INTASC 3, 4) (NCPTS 2d.1, 2d.2)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of under-achieving students (any student not performing at expected level).	There is evidence that the teacher implements specific strategies to raise the performance level of under-achieving students (any student not performing at expected level). The teacher differentiates instruction, cooperates with specialists, and uses resources to support the special learning needs of all students. The teacher uses research-verified strategies to provide effective learning activities for all students, including students with special needs.	The teacher strives to know each student as an individual learner and uses this knowledge to adapt strategies and resources to ensure the unique learning needs of under-achieving students (any student not performing at expected level) are met. The teacher monitors and adjusts strategies in response to student outcomes and student feedback. The teacher coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.

<b>10. Questioning Techniques (INTASC 6, 8) (NCPTS 4g.1, 4g.2)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Teacher questioning techniques rarely assesses student understanding or encourages higher level thinking skills. Most questions focus on low-level content with little or no follow-up. Most, if not all, questions are fact-oriented relying on student recall. (Refer to Bloom's taxonomy.)	Teacher questioning techniques consistently provide an assessment of most students' understanding and encourage higher level thinking skills. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; and promote risk-taking and problem-solving.	Teacher questioning techniques assess understanding of all students and encourage higher level thinking skills. The teacher effectively uses questioning to evaluate the effect of classroom activities. (Refer to Bloom's taxonomy.) The teacher asks questions and stimulates discussion in a variety of ways to assess student understanding; probe for critical thinking; promote risk-taking and problem-solving; encourage divergent and convergent thinking; and stimulate student curiosity.

**ASSESSMENT**

<b>11. Analysis of student assessment results (INTASC 2, 8) (NCPTS 1a.1, 4h.2, 5a.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The teacher is beginning to analyze student assessment results (formal and informal) and to reflect on how instructional planning and intervention strategies may be structured around results.	The teacher demonstrates proficiency in analyzing student assessment results (formal and informal) within a lesson or unit in order to adjust instruction or plan future intervention strategies. The teacher evaluates the progress of students toward high school graduate using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> . The teacher provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions. The teacher uses technology for formative assessment.	The teacher demonstrates exceptional skill in analyzing student assessment results. The teacher demonstrates skill in implementing classroom assessment strategies (formal and informal) to adjust instruction during the lesson and to plan future lessons and future intervention strategies. The teacher takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i> . The teacher provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions, and provides opportunities for students to assess themselves and others. The teacher uses technology for formative assessment.

<b>12. Meaningful student work assignments (INTASC 5, 8) (NCPTS 4c.1, 4h.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives. The teacher uses multiple indicators, both formative and summative to monitor and evaluate students' progress and to inform instruction.	There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses multiple indicators, both formative and summative to monitor and evaluate students' progress and to inform instruction. The teacher uses information gained from assessment activities to improve teaching practice and students' learning.
<b>13. Quality of feedback to students (INTASC 6, 8) (NCPTS 4g.1, 4g.2, 5a.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Feedback is general (e.g., "Good job!") rather than specific.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strengths and weaknesses. Feedback provides students with appropriate information concerning how they can improve.	The teacher effectively communicates appropriate written and verbal feedback that consistently addresses individual student strength and weaknesses. The teacher encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students. Feedback is specific enough to build on student knowledge and address individual student need.
<b><i>STUDENT MOTIVATION AND MANAGEMENT</i></b>		
<b>14. Expectations/procedures (INTASC 2, 5) (NCPTS 1a.3, 1a.4, 4g.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time by student behavior is frequent.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare and does not adversely impact instruction.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.

<b>15. Expectations for student success (INTASC 2, 3, 5) (NCPTS 2a.1, 2c.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The teacher has moderate expectations for student achievement for some students and inconsistently uses effective motivational techniques or strategies. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.	The teacher has high expectations for student achievement and consistently uses effective motivational techniques or strategies. The teacher initiates efforts to celebrate and recognize student success within the classroom.	The teacher has high expectations for student achievement for all students and creates a learning environment that best facilitates the learning and development of students. Recognition of student success encourages students to respect individual and group differences.
<b>16. Student interest and participation (INTASC 5) (NCPTS 3b.2)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Student interest and participation is inconsistent. There is inconsistent meaningful engagement of students in learning experiences.	Student interest and participation is often high. There is consistent meaningful engagement of students in learning experiences.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities involving choice, authentic tasks and highly challenging projects.
<b>17. Student collaboration (NCPTS 4f.1)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
The teacher demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration and student leadership.	The teacher encourages students to create and manage student learning teams.
<b>18. Classroom climate (INTASC 5, 10) (NCPTS 1a.4, 2a.1, 2b.1, 4g.2)</b>		
<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
Attention is distributed inequitably. The teacher demonstrates an emerging awareness of the diversity of student needs. Interactions among students and with the teacher do not consistently demonstrate mutual respect	The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect, support and openness to diverse perspectives. The teacher talks with and listens to students in an effort to better understand diverse student needs. The teacher uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for diffusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	The teacher creates through the use of resources (time, space, materials) a supportive classroom climate of openness, mutual respect, and inquiry. The teacher talks with and listens to students to address diverse student needs. Students accept responsibility for their own learning. The teacher uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for diffusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.