

CTE CANDIDATE ASSESSMENT FORM: RATER TRAINING

The CTE Candidate Assessment Form represents the 10 ten state teaching standards that the Alternative Certification CTE Licensure Program uses to evaluate CTE Candidates and to recommend them for CTE licensure. To be recommended for CTE licensure, the CTE Candidate must be rated as “Meets Proficiency” for each teaching standard overall.

That means that for the ratings to truly represent the CTE Candidate’s proficiency level for a particular standard, there must be a clear understanding and agreement among the raters of what each proficiency level represents. In order to do that, we ask you to please go through a brief training for rating the proficiency levels so that we can all consistently rate the Candidates!

STEP 1: REVIEW EACH DESCRIPTION OF THE PROFICIENCY LEVELS

4 - Candidate ALWAYS does this as a teacher (Exceeds Proficiency)

- The Candidate always or consistently demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a high level of confidence and competence in all situations. The Candidate’s demonstration of the standard is a model for teachers.

3 - Candidate MOSTLY does this as a teacher (Meets Proficiency)

- The Candidate mostly demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a good level of confidence and competence in most situations. The Candidate may need a little bit more practice and guidance for demonstrating the standard.

2 - Candidate SOMETIMES does this as a teacher (Developing Proficiency)

- The Candidate sometimes demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with some level of confidence and competence in some situations. The Candidate may need some more practice and guidance for demonstrating the standard.

1 - Candidate RARELY/NEVER does this as a teacher (Below Proficiency)

- The Candidate rarely or never demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with little or no level of confidence and competence in any situation. The Candidate may need a lot more practice and guidance for demonstrating the standard.

NA – NOT ATTEMPTED - Candidate did not have the opportunity to do this

- The Candidate did not have the opportunity or appropriate situation to demonstrate the standard.

NA – NOT SURE – Question is confusing, ambiguous, or difficult to rate

- The standard is difficult to rate because the standard language is confusing or isn’t clear. In addition, the rater may not be familiar with the standard enough to give it an appropriate rating.

STEP 2: CLICK ON VIDEO BELOW AND WATCH THE CANDIDATE TEACH A LESSON (6:20)



If video link is not working, you can download the video by [clicking here](#).

STEP 3: RATE THE CANDIDATE IN THE VIDEO ON THE FOLLOWING STANDARD(S):

[CLICK HERE TO ENTER YOUR RATINGS](#)

Focus Area #2: Candidate clearly communicates to students the lesson outcomes, content, and misconceptions (8.2, 4.1, 4.2)

_____ CANDIDATE MAKES LEARNER OUTCOMES UNDERSTANDABLE – Does Candidate make the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning? (8.2)

_____ CANDIDATE CLEARLY COMMUNICATES CONTENT – Does Candidate accurately and effectively communicate concepts, processes and knowledge in the discipline, and use vocabulary and academic language that is clear, correct and appropriate for learners? (4.1)

Focus Area #3: Candidate contextualizes content and incorporates real world application (4.5, 5.2)

_____ CANDIDATE CONTEXTUALIZES CONTENT – Does Candidate link new concepts to familiar concepts and help learners see them in connection to their prior experiences? (4.5)

_____ CANDIDATE INCORPORATES REAL WORLD APPLICATION – Does Candidate engage learners in applying content knowledge and skills in authentic contexts? (5.2)

Focus Area #5: Candidate students with collaborative and constructivist student-centered approaches to learn and communicate the content (e.g., inquiry, critical thinking, questioning, collaboration, flexible grouping (4.4, 5.3, 8.8, 5.7, 8.3, 8.10, 3.6, 5.5))

_____ CANDIDATE DEVELOPS LEARNERS' CRITICAL THINKING – Does Candidate engage learners in learning and applying the critical thinking skills used in the content area(s)? Does s/he introduce them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues? (5.3)

_____ CANDIDATE USES QUESTIONS TO DEVELOP LEARNERS' CRITICAL THINKING – Does Candidate pose questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting? (8.8)

READY TO CHECK YOUR RATINGS WITH OTHER RATERS? [CLICK HERE!](#)

