# ntclogo**Collaborative Assessment Log**

Name:       Mentor:       Date:

Grade Level/Subject Area:       School:

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| California Induction Program Standards *Check all that apply:* | Standard 5: Pedagogy  Standard 6: Universal Access Equity for All Students  Teaching English Learners  Teaching Special Populations | New Teacher Center Formative Assessment Processes  *Check all that apply:* | | Analyzing Student Work  Assembling Class Profile  Communicating with Families  Communicating with Resource Personnel  Determining Instructional Groups | | | Developing / Reviewing Individual Learning Plan  Developing / Reviewing Inquiry Action Plan  Discussing Case Study Student(s) | | Exploring School, Family and Community Resources  Observing and Conferencing  Planning Instruction  Reflecting / Problem-Solving |
| + **What's Working:** | | | | ▲Current Focus—Challenges—Concerns: | | | | | |
| **Teacher's Next Steps:** | | | | **Mentor's Next Steps:** | | | | | |
|  | | | |  | | | | | |
| **Next Meeting Date:** | | | | **Focus:** | | | | | |
| California Standards for the Teaching Profession | | | | | | | | | |
| 1. EN=Engaging and Supporting All Students in Learning   1. **Using knowledge of students to engage them in learning.** 2. **Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.** 3. **Connecing subject matter to meaningful, real-life contexts.** 4. **Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.** 5. **Promoting critical thinking through inquiry, problem solving and reflection.** 6. **Monitoring student learning and adjusting instruction while teaching.** | 2. EE=Creating and Maintaining Effective Environments for Student Learning   1. **Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.** 2. **Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.** 3. **Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.** 4. **Creating a rigorous learning environment with high expectations and appropriate support for all students.** 5. **Developing, communicating, and maintianing high standards for individual and group behavior.** 6. **Developing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.** 7. **Using instructional time to optimize learning.** | | 3. SM=Understanding and Organizing Subject Matter for Student Learning   1. **Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.** 2. **Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.** 3. **Organizing curriculum to facilitate student understanding of the subject matter.** 4. **Utilizing instructional strategies that are appropriate to the subject matter.** 5. **Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.** 6. **Addressing the needs of English learners and students with special needs to provide equitable access to the content.** | | 4. PL=Planning Instruction and Designing Learning Experiences for All Students   1. **Using background knowledge of students' academic readiness, languae proficiency, cultural background, and individual development to plan instruction.** 2. **Establishing and articulating goals for student learning.** 3. **Developing and sequencing long-term and short-term instructional plans to support student learning.** 4. **Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.** 5. **Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.** | 5. AS=Assessing Students for Learning   1. **Applying knowledge of the purposes, characteristics, and uses of different types of assessments.** 2. **Collecting and analyzing assessment data from a variety of sources to inform instruction.** 3. **Reviewing data, both individually and with colleagues, to monitor student learning.** 4. **Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.** 5. **Inolving all students in self-assessment, goal setting, and monitoring progress.** 6. **Using available technologies to assist in assessment, analysis, and communication of student learning.** 7. **Using assessment information to share timely and comprehensible feedback with students and their families.** | | 6. DP=Developing as a Professional Educator   1. **Reflecting on teaching practice in support of student learning.** 2. **Establishing professional goals and engaging in continuous and purposeful professional growth and development.** 3. **Collaborating with collegagues and the broader professional community to support teacher and student learning.** 4. **Working with families to support student learning.** 5. **Engageing local communities in support of the instructional program.** 6. **Managing professional responsibilities to maintain motivation and commitment to all students.** 7. **Demonstrating professional responsibility, integrity, and ethical conduct.** | |