# 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:**      |
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|  **Next Meeting Date:**       | **Focus:**        |
| California Standards for the Teaching Profession |
| 1. EN=Engaging and SupportingAll Students in Learning1. **Using knowledge of students toengage 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 Learning1. **Promoting social development and responsibility within a caring community where each student istreated 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 environmentsthat 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 climatein which all students can learn.**
7. **Using instructional time to optimize learning.**
 | 3. SM=Understanding and OrganizingSubject Matter for Student Learning1. **Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.**
2. **Applying knowledge of student developmentand proficiencies to ensure student understandingof subject matter.**
3. **Organizing curriculum to facilitate studentunderstanding of the subject matter.**
4. **Utilizing instructional strategies that areappropriate to the subject matter.**
5. **Using and adapting resources, technologies, and standards-aligned instructional materials, includingadopted materials, to make subject matter accessibleto all students.**
6. **Addressing the needs of English learners andstudents with special needs to provide equitableaccess to the content.**
 | 4. PL=Planning Instruction and Designing Learning Experiences forAll Students1. **Using background knowledge of students' academic readiness, languae proficiency,cultural background, and individualdevelopment to plan instruction.**
2. **Establishing and articulating goals for student learning.**
3. **Developing and sequencing long-termand short-term instructional plans to support student learning.**
4. **Planning instruction that incorporates appropriate strategies to meet the learningneeds of all students.**
5. **Adapting instructional plans and curricular materials to meet the assessed learning needsof all students.**
 | 5. AS=Assessing Students for Learning1. **Applying knowledge of the purposes, characteristics, and uses of different typesof assessments.**
2. **Collecting and analyzing assessment datafrom 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 ofstudent learning.**
7. **Using assessment information to sharetimely and comprehensible feedback withstudents and their families.**
 | 6. DP=Developing as a Professional Educator1. **Reflecting on teaching practice in support of student learning.**
2. **Establishing professional goals and engagingin 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.**
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