Northwestern Oklahoma State University

Clinical Experience III Assessment Training

Education Preparation Provider Mission Statement:

"We enlighten and empower our graduates through program excellence to educate those whom they serve."

The Clinical III Experience is critical to the development of our teacher candidates. The University Supervisors and Cooperating Teachers are necessary for this portion of their development. Thank you for your dedication to Northwestern, our Teacher Candidates, and our profession to help this to happen.

Clinical Experience III is designed to provide opportunities for the teacher candidate to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of diverse students. It serves as the culminating experience in the teacher education program at NWOSU and requires the display of knowledge, skills, and dispositions established by the EPP, state, and accrediting agencies.

The Director of Student Teaching assigns university supervisors to observe and evaluate the teacher candidate a minimum of four times during the semester:
• Two (2) visits by a university supervisor with P-12 teaching experience;
• Two (2) visits by a university supervisor with content expertise.
• Mentor teacher evaluates each teacher candidate a minimum of two times during the semester.

The mentor teacher assesses with the Student Teaching Evaluation and a written evaluation form, a narrative evaluation, and a disposition form.

The Educator Preparation Provider (EPP) is responsible for the preparation of educators. In order to illustrate the opportunities afforded each teacher candidate, the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards were developed. The standards are based on theories of teaching and learning and share the expectation that educators will continuously acquire new academic achievement for all students. They are based on a developmental sequence that defines a professional continuum that illustrates how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use the standards to inform and improve their own practices.

These 10 standards are demonstrated in the following categories:

- The Learner and Learning
- Content
- Instructional Practice
- Professional Responsibility

Levels of Performance

The rating scale is comprised of three levels of performance with ratings of *Target, Acceptable, Unacceptable and Not Observed*. If several scores of Not Observed (N/O) are given, it may be necessary to schedule an additional evaluation visit. This decision will be determined by the evaluator.

Each standard has a distinct level of performance to assess student teachers based on certain descriptors within the rubric. Use Target (3) rating for **outstanding performance, one you would expect from a seasoned teacher.** Use Acceptable (2) rating for performance that is expected from a teacher candidate. If a score is Unacceptable (1), a narrative must be provided on perceived barriers to the candidate's progress and attributes that may help enhance the candidate's progress.

Sample Rubric with Indicators

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1)

Descriptor- Indicators	Target	Acceptable	Unacceptable	N/O	Score
Developmentally appropriate environment **Learning experiences increase in complexity** **A variety of developmentally appropriate learning activities addressing cognitive, linguistic, social, emotional and physical attributes of learners.** **Supports learners' full potential** **Progressive learning**	Instructional experiences created and implemented by the candidate address multiple domains of learning to determine learners' strengths and weaknesses. The candidate provides scaffolding for learners where needed, enabling them to progress to more difficult tasks.	The candidate implements instructional activities that differentiate instruction based upon multiple domains of the learners.	The candidate makes little to no attempt to vary instruction based upon the multiple domains of the learners.		

InTASC 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Descriptor- Indicators
• Developmentally appropriate environment • Learning experiences increase in complexity • A variety of developmentally appropriate learning addressing cognitive, linguistic, social, emotional and physical attributes of learners • Support learners' full potential • Progressive learning

1.1 Instructional Experiences

Target	Acceptable	Unacceptable
Instructional experiences created and implemented by the candidate address multiple domains of learning to determine learners' strengths and weaknesses. The candidate provides scaffolding for learners where needed, enabling them to progress to more difficult tasks.	The candidate implements instructional activities that differentiate instruction based upon multiple domains of the learners.	The candidate makes little to no attempt to vary instruction based upon the multiple domains of the learners.

1.2 Instructional Experiences

Target	Acceptable	Unacceptable
The candidate plans and implements instructional activities that are appropriate for the levels of the learners as evidenced by successful grasping of the intended learning concept(s) on the part of the learners. The candidate provides scaffolding for learners enabling them to progress to more difficult tasks.	The appropriateness of the instructional activities planned and implemented by the candidate is evidenced by successful grasping of the intended learning concept(s) on the part of the learners.	The developmental appropriateness of the instructional activities planned and implemented by the candidate is unclear or limited as indicated by inconsistencies on the part of the learners to grasp the intended learning concept(s).

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InTASC 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Descriptor- Indicators
• Individual differences • Timely interventions • Inclusive learning environment • Supports learners' full potential. • Integrates culturally relevant content. • Mutual respect

2.1 Implements Diverse Strategies

Target	Acceptable	Unacceptable
The candidate employs a variety of strategies to address the individual needs of learners. Multiple approaches to learning that engage a range of learner preferences are used by the candidate. Interventions, modifications, and accommodations required by law are applied by the candidate.	The candidate differentiates instruction for the purpose of meeting individual needs of learners. The differentiation takes into account learner preferences as well as any accommodations required by law.	The candidate demonstrates limited understanding of individual differences as evidenced by minimal or no implementation of strategies designed to meet individual needs of learners.

2.2 Supports Pacing and Adjustments

Target	Acceptable	Unacceptable
The candidate paces and adjusts the instruction by monitoring cues of the learners. Interventions support learners throughout the instructional time.	The candidate monitors learning and responds with adjustments to meet individual needs when appropriate.	Adaptations or modifications on the part of the candidate are minimal, inappropriate or missing.

InTASC 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2.3 Guides Responsibility

Target	Acceptable	Unacceptable
The candidate guides learners in taking responsibility for their own learning by encouraging them to choose learning approaches that are effective for each individual. Learners become self-directed and affirming to one another as the lesson progresses.	The candidate promotes a positive learning environment by encouraging learners to use varying approaches to their learning and to encourage and affirm each other's achievement.	The candidate demonstrates little understanding of individual differences by minimal or no encouragement of learners to use varying approaches to learning.

2.4 Advocates for and Fosters Positive Environment

Target	Acceptable	Unacceptable
The candidate advocates for learners to acknowledge and respect differences between and among others during the lesson. The candidate fosters an environment in which learners strive to achieve.	The candidate acknowledges differences among learners in a respectful manner and encourages learners to do the same.	The candidate demonstrates disregard for individual differences among learners by minimal or no acknowledgement of the value of learner differences and/or by allowing disrespect among learners to occur.

InTASC 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Descriptor- Indicators
• Positive expectations • Collaborative learning • Individual learning • Learner engagement • Self-directed learning • Mutual respect • Communication • Feedback

3.1 Establishes Classroom Expectations

Target	Acceptable	Unacceptable
With input from learners, the candidate establishes classroom expectations. The candidate monitors the learning environment using a variety of strategies to reinforce a high standard of behavior. Learners encourage each other to meet behavioral expectations.	The candidate communicates behavioral expectations to the learners and reinforces positive interactions. Self-regulation on the part of the learners is encouraged.	The candidate provides minimal or no behavioral expectations for learners or expectations are presented in a negative manner resulting in a restrictive learning environment that hinders learner motivation.

3.2 Incorporates Cooperative Problem Solving

Target	Acceptable	Unacceptable
The candidate creates group learning activities that require cooperative problem solving on the part of the learners. Through the activities learners are motivated to interact to achieve learning goals. As the lesson progress, learners become self-directed.	The candidate provides opportunities for active group learning and for learners to assume responsibility for their own learning.	The learning process is candidate centered with little or no opportunity for learner interaction or self-direction.

InTASC 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Descriptor- Indicators
• Inquiry based instruction • Scaffolding for learners • Lesson relevancy • Learner engagement • Activation of prior knowledge • Academic language • Modification of instruction

4.1 Uses Concept-based Questions and Exploratory Activities

Target	Acceptable	Unacceptable
Concept-based questions and exploratory activities are used by the candidate to stimulate learner thinking of prior experiences and to build connections between those experiences and content. Learners can explain and justify the connections.	The candidate guides learners through logical learning progressions resulting in learners drawing upon prior knowledge. The candidate assists the learners in making connections between prior experiences and content.	The candidate demonstrates minimal ability to assess learners' prior experiences and/or assisting learners in connecting prior experiences to content.

InTASC 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4.2 Embeds New Terms in Lessons

Target	Acceptable	Unacceptable
The candidate's introduction of new terms is embedded in the lesson. Assistance is provided for learners in mastering the academic language of the content.	The candidate introduces and explains new terms at appropriate times in the lesson.	The presentation of new terms and/or explanations by the candidate are missing or limited.

4.3 Uses Multiple Investigative Problem Solving Strategies

Target	Acceptable	Unacceptable
The candidate uses multiple investigative, problem solving strategies to engage, support and expand the learning. Use of higher order questions and/or techniques on the part of the candidate assists learners in connecting activities to new concepts.	The candidate models investigative, problem solving methods and strategies to learners to engage them in the inquiry process.	The candidate's fails to use investigative or problem solving learning to engage learners or attempts to do so are limited.

InTASC 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Descriptor- Indicators
• Concepts are applied and connected to other content or cross disciplinary areas   • Critical and creative thinking skills   • Collaborative problem solving.   • Various levels of cognitive thinking   • Concepts are applicable to real life issues

5.1 Sequences, Presents, and Models Learning Experiences

Target	Acceptable	Unacceptable
The candidate uses instructional strategies to sequence, present, and model learning experiences. Learners build and demonstrate their skills and understanding through collaborative processes.	The candidate uses instructional strategies to develop learners' skills. Strategies include probing questioning and collaborative problem solving.	The candidate demonstrates little to no ability to incorporate a collaborative process to assist learners in problem solving; and/or encouragement for learners to use higher thinking skills is missing or is unsuccessful.

InTASC 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5.2 Promotes Multiple Perspectives of Concepts

Target	Acceptable	Unacceptable
The candidate challenges learners to develop multiple perspectives of the concepts. Learners are able to articulate their own perspectives.	The candidate articulates and/or demonstrates multiple perspectives pertaining to the learning concepts.	The candidate fails to present differing perspectives of the concepts or those proffered are limited in scope.

5.3 Presents Relevant and Applicable Real World Problems

Target	Acceptable	Unacceptable
The content presented by the candidate encompasses that which is relevant and applicable to real world problems. The candidate ensures learners have opportunities to apply the skills in real world context.	The candidate includes content that is relevant to real life and assists learners in connecting the content to real life.	The candidate makes little or no effort to connect content to real life for learners or fails to engage learners in making the connection.

InTASC 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Descriptor- Indicators
• Assessments guide instruction • Data collection and recordings reflect what is being taught • Multiple assessments • Assists learners in setting goals and monitoring progress toward goals • Assessments and objectives are aligned. • Timely, specific feedback to learners

6.1 Plans and Implements Variety of Formal and Informal Assessments

Target	Acceptable	Unacceptable
The candidate plans and implements a variety of assessments, formal and informal. Assessments are aligned with lesson objectives. The candidate provides immediate feedback to learners regarding assessment results and context into which they can be placed enabling learners to comprehend the meaning of the results. Affirmation of the learners' ability to be successful is given by the candidate as part of the feedback process.	The candidate plans and implements a variety of assessments and provides feedback to learners regarding the assessment results. Assessments are aligned with learning objectives.	The candidate's ability to plan and implement assessments is limited as evidenced by use of the same type of assessments and/or little alignment of the assessments with lesson objectives; and/or learners are given minimal to no feedback regarding assessment results.

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InTASC 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6.2 Demonstrates Assessment Usage to Guide Practice

Target	Acceptable	Unacceptable
The candidate demonstrates the ability to use assessments to guide practice by making immediate modifications of instruction based upon assessment results during instructional time. Modifications include the ability to accelerate or decelerate the learning process as deemed by the assessment results.	The candidate demonstrates the ability to use assessments to guide practice by making modifications during the instruction time based upon assessment results.	There is minimal or no modification of instruction by the candidate based upon assessment results.

6.3 Enables Learners to Reflect upon Strengths and Weaknesses

Target	Acceptable	Unacceptable
The candidate enables learners to reflect upon strengths and weaknesses based upon assessment results. Learners set goals for improvement with support of the candidate.	The candidate encourages learners to engage in self-reflection of performance and provides guidance for how learners can improve.	The candidate provides little to no encouragement for learners to engage in self-reflection of performance.

InTASC 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Descriptor- Indicators
• Multiple lesson plans showing sequence of instruction • Daily and long range plans • Adjusts plans when necessary • Attends to details of class management and organization • Uses school/community resources (i.e. librarian, Special education teacher, guest speaker) • Individualized learner needs **Has Planning Notebook with all lesson planning available.**

7.1 Plans long-range and daily Instruction

Target	Acceptable	Unacceptable
The candidate demonstrates the ability to plan both long-range and daily instruction by designing lessons in advance and providing the clinical faculty with the opportunity to review them prior to implementation. In the plans, the candidate includes rigorous learning goals that are content specific, curriculum based, and linked to the applicable standards of achievement.	The candidate plans lessons and provides the clinical faculty with the opportunity to review them prior to implementation. The plans meet daily and long-range learning goals. They are content specific and based upon applicable standards of achievement.	The candidate fails to plan daily lessons and/or long-range lessons; and/or the candidate fails to allow clinical faculty to review the plans in an appropriate timeframe for a complete review; and/or plans that are made lack learning goals that are rigorous; and/or standards of achievement are missing or incorrect.

InTASC 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7.2 Evidence of Differentiation and Sequencing Provided

Target	Acceptable	Unacceptable
The candidate's lesson plans include evidence of differentiation of instruction and sequencing of activities that provide learners multiple opportunities for success.	The candidate's lesson plans include differentiation of instruction to meet individual learner's needs. Sequencing of activities is evident in the plans.	The candidate's lesson plans lack sequential learning activities; and/or evidence of planning to differentiate instruction is missing or limited.

7.3 Multiple School and Community Resources Used

Target	Acceptable	Unacceptable
The candidate's lesson plans includes the use of multiple resources, both school and community based, for the purpose of incorporating a cross-disciplinary approach to meeting the learning goals.	The candidate's lesson plans includes use of resources within the school or from the community as a cross-disciplinary approach to meeting learning goals.	The candidate's lesson plans have minimal or no use of resources for the purpose of creating a cross-disciplinary approach to meeting learning goals.

InTASC 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Descriptor- Indicators
• Learner engagement • Continuous monitoring of learning • Presents directions with clarity • Uses a variety of appropriate instructional strategies (i.e. whole group/individual instruction, direct instruction, inquiry, active learning, teacher as facilitator, making connections across content, appropriate questions) • Content is meaningful to learners • Instructional technology

8.1 Models Higher Order Questioning Skills

Target	Acceptable	Unacceptable
The candidate models higher order questioning skills that pertain to the content area and engages learners in activities that require them to develop and use creative thinking and problem solving skills. Learners become more self-directed as the lesson progresses.	The candidate incorporates instructional activities that require a range (low to high) of thinking skills on the part of the learners. The candidate asks questions that require learners to demonstrate understanding and application of the content.	Use of strategies by the candidate to engage learners in developing higher order thinking skills is minimal; and/or learners fail to become self-directed during the lesson.

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InTASC 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8.2 Provides Multiple Opportunities to Use Communication Skills

Target	Acceptable	Unacceptable
The candidate provides multiple opportunities for learners to use communication skills (oral, written, nonverbal, digital, and visual) to apply, extend, and enhance the new concept(s).	The candidate encourages learners to use multiple forms of communication (oral, written, nonverbal, digital, visual) in developing understanding and application of the concept(s).	The candidate's use of communication skills to assist learners in connecting or applying concepts is limited; and/or learner response to candidate attempts to communicate concepts is minimal.

8.3 Incorporates Concept-relevant Technology

Target	Acceptable	Unacceptable
The candidate incorporates activities in which learners use technology to access, interpret, and apply knowledge of the concept(s).	The candidate uses technology to guide learners in application of the concept(s).	The candidate uses technology as a teaching aide only; and/or learner use of technology to apply the concept(s) is missing or minimal.

InTASC 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Descriptor- Indicators
• Professional learning opportunities • Self-reflection • Ethical behavior • Professional standards • Adaptation of practice • Ability to make independent decisions • Use of professional resources • Seeks assistance

9.1 Acts According with Ethical Codes of Conduct and Professional Behavior

Target	Acceptable	Unacceptable
The candidate recognizes the responsibility of an educator as it pertains to professional standards by acting in accordance with ethical codes of conduct and professional behavior including following school rules and policies, attendance, and professional attire. The candidate complies with laws and policies relating to the rights of learners.	The candidate demonstrates professional behavior as indicated by following school policies and procedures including those pertaining to attendance and professional attire. The candidate complies with laws and policies relating to the rights of learners	The candidate demonstrates little understanding or willingness to adhere to professional behavior by inconsistency in attendance, lack of professional attire, following school policies and procedures, and/or being in non-compliance with the rights of learners.

InTASC 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9.2 Demonstrates Self-Reflection on Improving Instruction and Professional Growth

Target	Acceptable	Unacceptable
The candidate demonstrates a commitment to improving instruction and professional behaviors through self-reflection. The candidate's reflection focuses on the impact of the candidate's decisions and behaviors on others. Strengths and weaknesses are analyzed resulting in modification of instruction to enhance learning experiences for learners. The self-reflection is ongoing.	Through self-reflection, the candidate identifies strengths and areas of improvement to guide instructional behavior. The self-reflection results in modification of instruction at varying points in the instructional process.	The candidate demonstrates little or no self-reflection for the purpose of improving the teaching/learning process. No modification of instruction based upon self-reflection is evident.

9.3 Seeks Feedback and Advice

Target	Acceptable	Unacceptable
The candidate seeks feedback and advice from a variety of professional resources for the purpose of improving instruction and professional behavior and engages in professional learning experiences to address identified needs for improving practice. The candidate accepts and uses input from the professional resources.	Evidence provided by the candidate demonstrates a willingness to improve practice through use of professional resources.	The candidate provides little to no evidence of improving practice through use of professional resources.

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InTASC 10 Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Descriptor- Indicators
• Learner success • Communication/collaboration with learners, parents, and faculty • Community atmosphere in classroom • Shared decision making • Learner advocacy

10.1 Creates a Positive, Progressive, and Professional Learning Environment

Target	Acceptable	Unacceptable
The candidate seeks feedback and advice from a variety of professional resources for the purpose of improving instruction and professional behavior and engages in professional learning experiences to address identified needs for improving practice. The candidate accepts and uses input from the professional resources.	Evidence provided by the candidate demonstrates a willingness to improve practice through use of professional resources.	The candidate provides little to no evidence of improving practice through use of professional resources.

InTASC 10 Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10.2 Reaches out to Learning Community for Guidance

Target	Acceptable	Unacceptable
To advance learner success, the candidate reaches out to those in the learning community for guidance to improve practice. The candidate demonstrates a willingness to advocate for the school community for the purpose of meeting the needs of learners.	The candidate works with other school professionals to plan and facilitate learning to meet the needs of learners.	The candidate fails to demonstrate a willingness to work with others to meet the needs of learners.

Timing of Evaluations

- 4 Evaluations by University Supervisors (2 each)
- 2 Evaluations by Cooperating Teacher

- Mid-semester, as a formative assessment to provide insight into areas of improvement of the Teacher Candidate
- End-of-semester, as a final assessment for completion of the program

Questions or Concerns:

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