Concord University
Final Evaluation of Clinical Experience II

_____   _____
Teacher Candidate   Semester

_____   _____
 School/County   Mentor Teacher

This assessment is based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. This assessment aligns the InTASC Standards with the West Virginia Professional Teaching Standards which were developed to advance the professional practice of educators. Clinical Experiences I – III are part of courses that are designed to give teacher candidates guided and controlled experiences with professionals in the elementary and secondary schools. Observation and first-hand experience within P-12 settings provide prospective teachers with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge and dispositions necessary for effective teaching. **Clinical Experience II** allows teacher candidates to practice various aspects related to teaching, such as lesson planning, teaching small groups and/or micro-teaching. Clinical Experience II is characterized by learning to become a teacher by providing teacher candidates opportunities to participate in the learning community. Clinical Experience II requires the teacher candidate to complete 25 clock hours in the classroom setting.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which best describes the teacher candidate as a pre-professional. Thank you for your time and commitment to the profession.

Standard #1: Learner Development. The teacher understands how children learn 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 Standard 1	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Emerging (2)**	**(1.5)**	**Underdeveloped (1)**	**Rating**
The teacher candidate…								
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance, partial success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating "3" performance, partial success at rating of "4"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "2" performance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	

Standard #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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.							
InTASC Standard 4	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Emerging (2)**	**(1.5)**	**Underdeveloped (1)**	**Rating**
The teacher candidate…							
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	

Standard #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 teachers' and learner's decision making.

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								