

Concord University
Final Evaluation of Clinical Experience I

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.

The responsibilities of the teacher candidate during the Clinical Experience I include observing, assisting, and working with students in classrooms to understand them better, and opportunities to work with schools and teachers to develop an understanding of their professional responsibilities. Clinical Experience I offers the teacher candidate the opportunity to expand participation in all aspects of the learning community.

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
<i>The teacher candidate...</i>								
Accounts for differences in students’ prior knowledge	actively and respectfully seeks information about learner interests, strengths and needs in order to engage learners in developmentally appropriate learning experiences.	In addition to rating “3” performance, partial success at rating of “4”	respects learners’ differing strengths and needs to further each learner’s development.	In addition to rating “2” performance, partial success at rating of “3”	acknowledges learners’ prior knowledge and developmental level as a class, but individual differences are not considered	With assistance, partial success at rating of “2”	is unaware of how children learn and develop and of their individuality as learners.	

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
<i>The teacher candidate...</i>								
Exhibits fairness and belief that all students can learn	exhibits respect and high expectations while communicating with diverse learners and engages with learners to meet the diverse needs of all learners in a fair and respectful manner; consistently finds opportunities to add to the learning experiences of all students.	In addition to rating “3” performance, partial success at rating of “4”	exhibits high expectations for each learner; communicates with diverse learners in a fair and respectful manner; provides equitable opportunities to meet the diverse needs of learners	In addition to rating “2” performance, partial success at rating of “3”	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of “2”	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
<i>The teacher candidate...</i>								
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	monitors student behavior and responds appropriately on a consistent basis		monitors and responds to student behavior effectively		inconsistently monitors and responds to student behavior		needs assistance with monitoring student behavior or in responding consistently	

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.

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses feedback to improve 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 effectiveness	In addition to rating “2” performance, partial success at rating of “3”	accepts feedback to improve effectiveness	With assistance, partial success at rating of “2”	resists feedback to improve effectiveness	
Uses self-reflection to improve effectiveness	reflects on thoughtful and specific indicators of effectiveness in the classroom. The lessons learned will help to improve future professional practice.		reflects on the experience and accurately assesses the effectiveness of activities engaged in, and identifies ways to be more helpful.		reflects on the experience and has a general sense of whether or not practices were effective and identifies general modifications for future instruction		reflects on the experience, but draws incorrect conclusions about personal 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 an active role in promoting activities related to professional inquiry, contributes to events that positively impact the classroom,		participates in activities related to professional inquiry, and volunteers to participate in activities.		participates in activities related to professional inquiry, and when asked, participates in classroom activities.		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in classroom activities.	