Clinical Experience II Assessment Form
Education 3351 Lab
or
Education 3352 Lab
Fairmont State University
School of Education

Teacher Candidate: _____ Fall/Spring 20_____

Public School Cooperating Teacher: _____

Public School and Grade Level: _____

Subject(s) Taught: _____

FSU Education Course Instructor: _____

Assessment Form

Directions: Please evaluate this teacher candidate (based on his/her current level of experience) using the following form.

E = Exemplary
P = Proficient
D = Developing
B = Beginning

E	P	D	B
4	3	2	1

Exemplary

The **exemplary** performance provides *clear, convincing, and consistent evidence* of the teacher candidate's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

Proficient

The **proficient** performance provides *clear evidence* of the teacher candidate's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

Developing

The **developing** performance provides *limited evidence* of the teacher candidate's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

Beginning

The **beginning** performance provides *little or no evidence* of the teacher candidate's ability to demonstrate the knowledge, skills, and disposition to facilitate student learning.

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Standard Assessment Categories

Standard I: Content and Pedagogical Knowledge				
Narrative Comments:				
	E	**P**	**D**	**B**
INTASC 1: Content Pedagogy: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. ▪ Discusses and reviews appropriate content standards. ▪ Assists the cooperating teacher in teaching a lesson. (The lesson may include but is not limited to: individual tutoring, small group tutoring, small group instruction, or whole-class instruction.)				
	E	**P**	**D**	**B**
INTASC 2: Student Development: The teacher candidate understands how children learn and develop, and had an opportunity to be involved in learning opportunities that support a child's intellectual, social, and personal development. ▪ Uses a vocabulary appropriate to age, ability, and interest levels of learners. ▪ Recognizes individual differences, interests, and creativity level of students.				

Standard II: Diversity in Teaching and Learning				
Narrative Comments:				
	E	**P**	**D**	**B**
INTASC 3: Diverse Learning: The teacher candidate understands how students differ in their approaches to learning and inquires about instructional opportunities that are adapted to diverse learners. ▪ Demonstrates empathy and respect for the feelings, opinions, knowledge, and abilities of diverse learners. ▪ Demonstrates sensitivity to multicultural issues and to students with exceptionalities. ▪ Discusses IEP considerations and accommodations with classroom teacher. ▪ Provides assistance to students with special needs.				

Standard III: Pedagogical Skills				
Narrative Comments:				
	E	**P**	**D**	**B**
INTASC 4: Multiple Instructional Strategies: The teacher candidate recognizes, discusses, and/or demonstrates an awareness of the significance in using a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. ▪ Assists cooperating teacher with instructional activities. ▪ Assists students with a variety of academic activities.				
	E	**P**	**D**	**B**
INTASC 5: Motivation and Management: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. ▪ Discusses and/or demonstrates the following factors related to effective classroom management: efficient time management; evidence of clear expectations; and implementation of appropriate behavior management strategies. ▪ Inquires about classroom management rules and procedures as well as school policies and procedures.				
	E	**P**	**D**	**B**
INTASC 6: Communication and Technology: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. ▪ Uses correct standard English when speaking and writing. ▪ Speaks in a voice that demonstrates clear enunciation, appropriate volume and rate, and is free from distracting mannerisms. ▪ Speaks in a voice that reflects confidence and enthusiasm. ▪ Utilizes nonverbal techniques (gestures, facial expressions) in teaching. ▪ Uses legible handwriting. ▪ Becomes familiar with various instructional technology strategies utilized in the classroom. ▪ Becomes aware of technological availability in the classroom and school as well as computer lab policies and procedures. ▪ Utilizes appropriate and current technology for delivery of instruction, if possible.				

Standard III: Pedagogical Skills (continued)				
	E	**P**	**D**	**B**
INTASC 7: Planning: The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curricular goals. ▪ Assists cooperating teacher in developing an instructional lesson based upon content knowledge, students, developmental levels, and instructional objectives. ▪ Under the cooperating teacher's supervision, incorporates planning for extending, reteaching, or providing corrective instruction.				
	E	**P**	**D**	**B**
INTASC 8: Assessment: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. ▪ Assists the cooperating teacher with assessment of student learning by: grading papers and recognizing the need to provide modifications for diverse and exceptional learners. ▪ Becomes aware of school and classroom assessment policies. ▪ Becomes involved with individual classroom assessment procedures. ▪ Demonstrates knowledge of various assessment techniques to measure learning and provide feedback.				

Standard IV: Reflective Practice and Informed Decision Making				
Narrative Comments:				
	E	**P**	**D**	**B**
INTASC 9: Reflective Practice and Professional Growth: The teacher candidate is an informed decision maker who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. ▪ Monitors personal/professional growth by recording daily reflections of the teaching/learning process in a dialogue journal. ▪ Actively begins to collect artifacts for the teacher candidate's Teacher Education Portfolio. ▪ Seeks advice from the cooperating teacher related to writing a reflective narrative and explaining how selected artifacts meet respective INTASC Standards.				

Standard V: Dispositions and Professionalism				
Narrative Comments:				
	E	**P**	**D**	**B**
INTASC 10: Schools and Community Involvement: The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. ▪ Relates to students, school personnel, and parents with courtesy, tact, and discretion, maintaining confidentiality. ▪ Dresses and grooms in a manner which does not call undue attention to oneself and complies with regulations of the assigned school. ▪ Attends and participates in school and related functions as required by cooperating teacher. ▪ Exhibits conscientious execution of: 1.) responsibilities 2.) attendance 3.) punctuality 4.) school policies 5.) cooperation 6.) care of school property and resources.				

Directions: Place a check mark in the appropriate box that represents this teacher candidate's cumulative assessment. The cumulative assessment should reflect a summary for each standard.

Cumulative Assessment of Standards	**E**	**P**	**D**	**B**
	4	**3**	**2**	**1**
I. Content and Pedagogical Knowledge				
II. Diversity in Teaching and Learning				
III. Pedagogical Skills				
IV. Reflective Practice and Informed Decision Making				
V. Dispositions and Professionalism				

Evaluative Summary and Recommendations:

Please include any comments that you may have concerning this teacher candidate's potential as a future teacher related to his or her knowledge, skills, and dispositions. Please refer to the Employee Code of Conduct (West Virginia Board of Education – Policy 5902) on the following page in order to specifically comment on this teacher candidate's demonstrated dispositions.

Teacher Candidate's Signature	Date
Cooperating Teacher's Signature	Date

§126-162-4. Employee Code of Conduct.

4.1 "Employee" shall include all school personnel employed by a county board of education whether employed on a regular full-time basis or otherwise, and shall include other personnel such as employees of the West Virginia Schools for the Deaf and the Blind, and all employees of West Virginia Department of Education Institutional Programs.

4.2 All West Virginia school employees shall:

4.2.1. exhibit professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance.

4.2.2. contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development.

4.2.3. maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination.

4.2.4. create a culture of caring through understanding and support.

4.2.5. immediately intervene in any code of conduct violation, that has a negative impact on students, in a manner that preserves confidentiality and the dignity of each person.

4.2.6. demonstrate responsible citizenship by maintaining a high standard of conduct, self-control, and moral/ethical behavior.

4.2.7. comply with all Federal and West Virginia laws, policies, regulations and procedures.