

CLINICAL EXPERIENCE ASSESSMENT RUBRIC

Instructions for Completing The Clinical Experience Assessment Form School of Education Fairmont State University

Public school cooperating teachers and college supervisors will evaluate teacher candidates using the updated assessment form and accompanying rubric. These forms reflect new standards for teacher candidates established by the School of Education at Fairmont State University. This semester we are piloting the new forms and asking participants to provide feedback on both the process and the forms provided.

The Clinical Assessment Form is to be used as a formal evaluation of the teacher candidate's performance. It is based on the five unit standards and the ten INTASC principles that guide the Teacher Education Program at Fairmont State University. The Clinical Experience Assessment Forms will become a permanent part of the teacher candidate's record.

The Clinical Experience Assessment Rubric identifies performance levels for each of four "indicators." It will be used to determine the ranking for teacher candidates on each of the five standards on the Assessment Form. These instructions will not become a permanent part of the teacher candidate's record. Below are instructions for completing the Clinical Experience Assessment Form.

1. Teacher candidate's are to be ranked based on the level of their performance as described on the Rubric. Judgments regarding level should be made on the basis of what a beginner teacher should know and be able to do, not on the basis of experienced teachers. These levels of performance are: (Note – Clinical Experience I levels of performance include: Proficient, Developing, Beginning, and Not Assessed)

Exemplary

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

Proficient

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

Developing

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

2. These forms should be used to guide a conference in assessing the teacher candidate's progress in meeting the standards.
3. When completing the Assessment Form at the end of the clinical experience period (Public school and college supervisors may work together to complete the form):
 - Become familiar with the standards and their indicators as shown on the forms.
 - Read the descriptions of the levels of performance for the indicators found on the Rubric.
 - Check the appropriate level of performance for each indicator.
 - Now, look over your checks and make a judgment as to the “average level” (mean) of performance when all checks are considered. This will be the unit standard on the Assessment Form.
 - Record the level of performance on the Assessment Form in the appropriate column.
 - Standard I: Content and Pedagogical Knowledge
 - INTASC 1: Content Pedagogy
 - INTASC 2: Student Development
 - Standard II: Diversity in Teaching and Learning
 - INTASC 3: Diverse Learners
 - Standard III: Pedagogical Skills
 - INTASC 4: Multiple Instructional Strategies
 - INTASC 5: Motivation and Management
 - INTASC 6: Communication and Technology
 - INTASC 7: Planning
 - INTASC 8: Assessment
 - Standard IV: Reflective Practice and Informed Decision Making
 - INTASC 9: Reflective Practice and Professional Growth
 - Standard V: Dispositions and Professionalism
 - INTASC 10: Schools and Community Involvement

EXAMPLE: To find the level of performance for Unit Assessment Standard I, content and Pedagogical Knowledge, I would turn to the INTASC I page of the Rubric and rank the student on the first indicator. I have decided to rank the student as “Developing” on this one. I would then do the same for the other three indicators. Suppose that I have ranked the student with one “Developing” score, two “Proficient” scores and one “Exemplary” score. The logical judgment would be that I should check the “P” (Proficient) column on the *Assessment Form*. If the student received two “Proficient” scores and two “Exemplary” or two “Proficient” and two “Developing” scores. I would use my professional judgment to determine the score that best indicates the student’s competence. If on the other hand, a student received two “Developing” and two “Beginning” scores, the judgment should be “Beginning” since level of professional competence is so limited. I would then repeat the process for each of the ten INTASC standards. Now look over your checks for each subject of INTASC standards and make a judgment as to the “average level” (mean) of performance when all checks are considered. I would look over INTASC I and INTASC II in order to determine the cumulative assessment for unit standard I: Content and Pedagogical Knowledge. Repeat this process for the remaining four Unit Standards.

4. Sign the form on the appropriate line, and write your comments about the experiences the teacher candidate has had and his/her performance in the space provided.
5. Hold a conference with the teacher candidate to explain your reasons for the scores you have assigned, and have the teacher candidate sign the form on the appropriate line.
6. At the end of the clinical experience, send both completed forms to the Director of Clinical Experiences. Please include any comments that will help to improve the forms or process written either on the Rubric form or on a separate sheet. The mailing address is: Don Moroose, Office of Clinical Experiences, Fairmont State College, 1201 Locust Avenue, Fairmont WV 26554.

INSTRUCTIONAL RUBRIC FOR CLINICAL EXPERIENCES

School of Education
Fairmont State College

INTASC #1 - CONTENT PEDAGOGY

The 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.

| A. The candidate has a thorough knowledge of the subject matter and can relate this knowledge to other subject areas. | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Displays extensive content knowledge; makes clear and meaningful connections to other concepts and other disciplines. | Displays solid content knowledge and makes connections among central concepts within the discipline with other disciplines. | Displays basic content knowledge; sometimes fails to make connections between and among concepts. | Makes content errors; does not recognize errors made by students; has difficulty relating to West Virginia IGOs / Content Standards. |
| B. The candidate uses a variety of examples and explanations of concepts and links them to candidates prior understandings, other content areas, and life experiences; uses the West Virginia Instructional Goals and Objectives / Content Standards to structure content. | | | |
| Creatively integrates IGOs / Content Standards from different disciplines to make content meaningful for students. | Utilizes IGOs / Content Standards to structure content in a sequence that takes into account prerequisite knowledge needed. | Can utilize IGOs / Content Standards to structure content; does not make links to prior understandings or other content areas. | Displays little understanding of how to utilize IGOs / Content Standards to structure content; does not make links to prior understands or other content areas. |
| C. The candidate incorporates differing viewpoints and theories in the teaching of subject matter concepts; encourages questioning. | | | |
| Encourages candidates to critically examine varying viewpoints and theories; encourages questions. | Incorporates a variety of viewpoints and theories about subject matter; encourages student questioning. | Offers some basic viewpoints and theories about subject matter; some student questioning. | Does not present viewpoints or theories different than those in the text. |
| D. The candidate engages students in generating and testing knowledge according to the methods of inquiry within the discipline. | | | |
| Facilitates content-specific opportunities to generate and test knowledge. | Supports student inquiry and testing of knowledge. | Displays general knowledge of inquiry strategies appropriate to the discipline. | Fails to recognize opportunities for inquiry within the discipline. |

INTASC #2 – STUDENT DEVELOPMENT

The candidate understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.

| A. The candidate assesses students’ age, levels of development and approaches to learning to design appropriate strategies for cognitive, physical, social-emotional and character development. | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Varies strategies to meet usual and special intellectual, social and physical developmental needs of all learners. | Designs strategies that are appropriate for students’ cognitive, physical, and personal development. | Most strategies are developmentally appropriate. | Shows little awareness of students’ levels of development when selecting learning opportunities. |
| B. The candidate provides opportunity for active engagement, manipulation, and testing of ideas and materials linked to prior knowledge and experience. | | | |
| Actively engages students, enabling them to manipulate and test concepts and materials linked to prior experiences. | Provides hands-on experiences; engages students actively in learning. | Usually provides for active involvement. | Provides few opportunities for active involvement. |
| C. The candidate encourages discussion, listening, and responding; elicits examples of student thinking orally and in writing, individually and in groups. | | | |
| Consistently involves all students in discussion, listening and responding; provides opportunities for all students to demonstrate thinking orally and in writing individually and in groups. | Encourages discussion, listening, and responding; elicits examples of student thinking orally and in writing, individually and in groups. | Most lessons provide for discussion, listening and responding; elicits some examples of student thinking orally and in writing. | Fails to provide for discussion, listening and responding; elicits examples of student thinking only in writing or only orally. |
| D. The candidate encourages students to assume responsibility for shaping their learning tasks. | | | |
| Actively involves students in activities that allow them to assume responsibility for shaping their own learning. | Encourages students to assume responsibility for shaping their learning tasks. | Sometimes encourages students to participate in shaping their learning tasks. | Fails to encourage students to be involved in shaping their learning tasks. |

INTASC #3 – DIVERSE LEARNING

The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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| <p>A. The candidate designs instruction based on respect for students learning styles, multiple intelligences, and performance modes and the belief that all children can learn.</p> | | | |
| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Uses creativity in designing a variety of instructional strategies that provide for differences in learning styles, multiple intelligences, and performance modes. | Designs instruction that provides for differences in learning styles, multiple intelligences, and performance modes. | Designs instruction that sometimes provides for differences in learning styles, multiple intelligences, and performance modes. | Ignores or is unfamiliar with differences in students learning styles, multiple intelligences, and performance modes. |
| <p>B. The candidate appreciates and values human diversity and treats all students equally; creates a learning community in which individual differences are respected.</p> | | | |
| Creates a learning community where all students are valued and treated equitably; students and teacher demonstrate genuine caring and respect for one another. | Creates a learning community where all students are treated equally and teacher and students treat each other with respect. | Creates a learning community where most students are treated equally; students do not behave negatively toward one another. | Reacts to at least some students in negative and demeaning ways; fails to recognize human diversity; demonstrates lack of respect for students. |
| <p>C. The candidate makes appropriate provisions for individual students who have particular learning needs; identifies when and how to access appropriate services or resources to meet exceptional learning needs.</p> | | | |
| Provides ample, appropriate adaptations for students with special learning needs; actively seeks services and resources to meet individual learning needs. | Makes appropriate provisions for students who have special learning needs; identifies when and how to access services and resources to meet learning needs. | Occasionally varies methods, materials and time to meet special learning differences; generally identifies when and how to access special services for students. | Usually teaches in a group-directed way with little or no variations in time and circumstances for learning; has little knowledge of services for special needs students. |
| <p>D. The candidate uses cultural diversity and individual student experiences to enrich instruction; brings multiple perspectives to the discussion of subject matter.</p> | | | |
| Values and celebrates cultural diversity; uses the community, student experiences and families to provide culturally rich experiences for students. | Uses cultural diversity and individual student experiences to bring multiple perspectives to the curriculum. | Uses a limited number of individual student experiences to bring some perspectives to the curriculum. | Ignores opportunities to bring multiple cultural perspectives to the curriculum. |

INTASC #4 – MULTIPLE INSTRUCTIONAL STRATEGIES

The candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

| <p>A. The candidate uses a variety of instructional strategies, including current technologies, that allows students to: 1) explore concepts and develop an in-depth understanding of content; 2) engage in active learning; creative and critical thinking, problem solving, conceptual understanding and performance.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Critically examines teaching strategies in selecting those that promote active engagement, the use of computer technology, creative and critical thinking, problem solving, and performance skills. | Uses a variety of teaching strategies that allow students to utilize computer technology, engage in active, hands-on, learning experiences, critical thinking, problem solving and performance skills. | Mixes instructional approaches and designs some activities that allow students to utilize computer technology, engage in active hands-on, learning experiences, critical thinking, problem solving and performance skills. | Usually relies on one or two approaches; students are largely passive recipients of information. |
| <p>B. The candidate chooses alternative teaching strategies and materials to achieve different Instructional strategies and materials to achieve different instructional purposes and to Meet students' needs; constantly monitors and adjust strategies in response to feedback.</p> | | | |
| Evaluates and chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs; constantly monitors and adjusts strategies in response to feedback. | Chooses teaching strategies and materials appropriate to objectives and student needs; usually monitors and adjusts strategies in response to feedback. | Increasingly matches strategies with instructional goals and student needs; sometimes adjusts strategies in response to feedback. | Usually uses one favorite style, strategy, and/or standardized guide to achieve instructional purposes; fails to adjust strategies based on feedback. |
| <p>C. The candidate uses a range of questioning techniques to promote different levels of understanding; promotes students' awareness of their own thought processes and how to use reflection to build new understandings.</p> | | | |
| Utilizes Socratic and other questioning strategies to promote higher levels of thinking and reflection on student thinking processes. | Uses various questioning techniques to promote different levels of understanding and awareness of student thinking processes. | Usually uses questions to promote understanding above the comprehension level. | Questions are usually of poor quality and fail to promote thinking and understanding above the comprehension level. |
| <p>D. The candidate varies the teacher's role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.</p> | | | |
| Consistently varies the teachers' role in the instructional process in relation to the content, purposes of instruction and the needs of the students. | Plays the roles of instructor, facilitator, coach, audience, etc., in the instructional process in relation to the content, purposes of instruction and needs of students. | Is inconsistent in varying the role of the teacher in the instructional process. | Predominately adheres to the role of instructor in the instructional process. |

INTASC #5 – MOTIVATION AND MANAGEMENT

The 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.

| <p>A. The candidate establishes a smoothly functioning learning community where students: 1) assume responsibility for themselves and one another; 2) work both independently and collaboratively; 3) engage in purposeful learning activities; and 4) help create a positive classroom climate.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Consistently maintains a positive classroom climate by: helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities. | Works with students to create a positive classroom climate by: helping students assume responsibility for self and others; encouraging independent and collaborative work; and engaging students in purposeful work and meaningful activities. | Inconsistently created a positive classroom climate; students sometimes engage in collaborative work and meaningful learning activities. | Fails to maintain a positive classroom climate where collaboration and meaningful learning can take place. |
| <p>B. The candidate helps students develop the motivation to achieve by, for example, relating lessons to their interests, allowing students to have choices in their learning, and providing opportunities to students to pursue problems that are meaningful to them; maximizes class time spent in learning.</p> | | | |
| Actively promotes development of motivation to achieve by involving students in purposeful activities and problem solving situations that are relevant and meaningful. | Provides opportunities for development of motivation to achieve by usually involving students in purposeful activities, problem solving situations, and relevant and meaningful activities. | Inconsistently helps students develop motivation to achieve. | Makes little or no effort to provide opportunities to develop motivation to achieve. |
| <p>C. The candidate organizes and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.</p> | | | |
| Maintains a smoothly running classroom where utilization of resources of time, space, activities and attention are maximized and focus is on active engagement of students in productive tasks. | Organizes, allocates and manages the resources of time, space, activities, and attention to promote active engagement of students in productive tasks; and maximizes class time spent in learning. | Seems able to organize and manage resources of time, space, resources of time, space, activities and attention; and attempts to maximize class time spent in learning. | Seems unable to organize and manage resources of time, space, activities and attention; and wastes valuable class time. |
| <p>D. The candidate is responsible to student behavior and sensitive to student's individual needs; uses effective strategies for managing behavior and referring serious misbehavior.</p> | | | |
| Responds to behavior in highly effective and sensitive manner to students individual needs; knows procedures for referring serious misbehavior. | Responds to behavior in an effective and generally sensitive manner to students individual needs; knows procedures for referring serious misbehavior. | Shows some ability to respond in effective and sensitive ways; generally knows procedures for referring students. | Responds to behavior in ineffective and/or insensitive ways; fails to take responsibility for understanding referral procedures. |

INTASC #6 – COMMUNICATION AND TECHNOLOGY

The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

| <p>A. The candidate models a variety of effective communication strategies (models accurate and grammatically correct language, restates ideas and draws connections, using visual, aural, and kinesthetic cues, etc.), and being sensitive to nonverbal cues given and received.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| <p>Uses spoken and written language in an articulate, clear, and grammatically correct way; uses various communication tools (i.e., restating ideas, questioning, drawing conclusions, etc.). To promote effective communication.</p> | <p>Uses spoken and written language that is clear and grammatically correct; uses a variety of communication tools.</p> | <p>Speaks in an audible tone, makes few grammatical errors in written and spoken language, attempts to use several communication tools.</p> | <p>Speaks in an unclear or inaudible voice; written and spoken language contain many grammatical errors, few communication tools are used.</p> |
| <p>B. The candidate supports and expands learner expression in speaking and writing, and uses media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p> | | | |
| <p>Is creative in finding ways for students to express themselves in spoken and written language; uses media tools (audio-visual aids, computers, etc.) extensively to enrich learning opportunities.</p> | <p>Provides opportunities for student expression in spoken and written language; uses media tools to enrich learning opportunities.</p> | <p>Inconsistently provides ways for students to express themselves in spoken and written languages; incorporates some media tools.</p> | <p>Written and spoken assignments for students generally call for short sentences or words. Little opportunity is given for students to express their thinking utilizing media tools.</p> |
| <p>C. The candidate asks a variety of levels of questions to stimulate discussion and critical thinking.</p> | | | |
| <p>Skillfully engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.</p> | <p>Engages students in discussion, critical thinking, listening, and responding by asking a variety of levels of high quality questions.</p> | <p>Involves few students in discussions; most questions call for lower level thinking skills.</p> | <p>Attempts to engage students in discussion with little success.</p> |
| <p>D. The candidate demonstrates appropriate listening and responding skills.</p> | | | |
| <p>Actively involves students in acquiring listening and responding skills that enhance interpersonal communication.</p> | <p>Models listening and responding skills that enhance interpersonal communication.</p> | <p>Inconsistently models appropriate listening and responding skills.</p> | <p>Frequently fails to model appropriate listening and responding skills.</p> |

INTASC #7 – PLANNING

The candidate plans instruction based upon knowledge of subject matter, students, the community, and curricular goals.

| <p>A. The candidate creates and communicates short and long range plans based on curriculum standards and the West Virginia Instructional Goals and Objectives that: 1) include a variety of teaching strategies and accurate and useful learning materials; 2) engage students in the teaching and learning process; and 3) incorporate reading strategies into the instructional process.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Creates excellent long and short term plans based on curriculum standards and state IGOs, which incorporate a variety of strategies and materials, actively involve students in learning, and promote reading skills. | Creates short and long-range plans based on curriculum standards and state IGOs that include appropriate strategies and materials, actively involve students, and promote reading skills. | Creates short and long range plans that inconsistently integrate state IGOs; involve students in learning and promote reading skills. | Fails to create short and long range plans or plans only minimally integrate some IGOs; seldom includes active learning or reading activities. |
| <p>B. The candidate uses student prior knowledge and theories of learning and teaching to plan relevant, authentic experiences; communicates expected learning outcomes and performance levels.</p> | | | |
| Uses student prior knowledge and a thorough knowledge of theories of learning and teaching in planning relevant, authentic learning experiences; communicates expected learning outcomes and performance levels. | Uses student prior knowledge to plan relevant, authentic learning experiences; communicates expected learning outcomes and performance levels. | Inconsistently uses awareness of students' prior knowledge to plan learning experiences; usually communicates learning outcomes and performance levels. | Shows little understanding of how students learn; fails to plan relevant and authentic learning experiences or communicate expectations. |
| <p>C. The candidate demonstrates the ability to integrate academic and vocational concepts and incorporate related career information, workplace skills and attitudes.</p> | | | |
| Creates plans that creatively and effectively integrate academic and vocational concepts; | Devises plans that integrate academic and vocational concepts, career information workplace skills and attitudes as appropriate. | Devises plans that sometimes integrate vocational concepts, career information, workplace skills and attitudes as appropriate. | Fails to devise plans that integrate academic and vocational concepts, career information, workplace skills, and attitudes as appropriate. |
| <p>D. The candidate systematically adjusts plans to meet student needs and enhance learning.</p> | | | |
| Effectively monitors student learning; systematically and creatively adjusts plans to meet student needs and enhance learning. | Monitors student learning and adjusts plans to meet student needs and enhance learning. | Usually is aware of student learning and can adjust plans to meet student needs and enhance learning. | Shows little awareness of need to adjust plans to meet student needs and enhance learning. |

INTASC #8 – ASSESSMENT

The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

| <p>A. The candidate uses a variety of assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) assigned with goals and objectives to measure student understanding, progress, and performance.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Is creative in designing a variety of assessment techniques to measure student understanding, progress, and performance; aligns techniques with goals and objectives. | Uses a variety of formal and informal assessment strategies to measure student understanding, progress and performance; aligns techniques with goals and objectives. | Usually uses assessment techniques to measure student understanding, progress and performance; usually aligns techniques with goals and objectives. | Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives. |
| <p>B. The candidate uses assessment strategies and results, including the results of the West Virginia Testing Program, to diagnose student learning needs as a basis for designing instruction in order to enhance student learning.</p> | | | |
| Actively utilizes results of state testing program(s) and a variety of classroom assessments to design and adjust instruction based on student needs. | Uses state testing programs and classroom assessments to design and adjust instruction based on student needs. | Inconsistently uses assessment results to design and adjust instruction based on student needs. | Fails to use assessment results to design and adjust instruction based on student needs. |
| <p>C. The candidate evaluates the effect of class activities through observation of classroom interactions, questioning, and analysis of student work; modifies instruction based on assessment results.</p> | | | |
| Continuously utilizes observations, questioning, and analysis of student work to evaluate the effectiveness of classroom activities and creatively modify instruction. | Utilizes observations, questioning, and student work to evaluate the effectiveness of classroom activities and make adjustments to instruction. | Inconsistently uses observations, questioning, and student work to evaluate the effectiveness of classroom activities; sometimes makes adjustments to instruction. | Fails to use questioning, observations, and student work to evaluate the effectiveness of classroom activities; seldom adjusts instruction. |
| <p>D. The candidate maintains useful and accurate records of student work and performance and communicates student progress.</p> | | | |
| Designs and uses an effective system for maintaining accurate records of student work and performance; communicates to the student, parents, and school officials. | Maintains and communicates accurate records of student work, performance, and progress; usually communicates student progress. | Inconsistently maintains accurate records of student work, performance and progress; sometimes communicates student progress. | Fails to maintain and communicate accurate records of student work, performance and progress. |

INTASC #9 – REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH

The 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.

| A. The candidate uses classroom observation, information about students, as well as theories and research as bases for reflection on teaching | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, using specific classroom observation, information about students and research as a basis for reflection and reservation. | Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. | Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. | Fails to examine teaching; misjudges whether lessons were effective or achieved their goals. |
| B. The candidate seeks out professional literature, colleagues, and other resources to support his/her own professional development as a learner and a teacher. | | | |
| Consistently utilizes professional literature, colleagues, and other resources in his/her development as a learner and teacher. | Seeks out professional literature, colleagues, or other resources to support professional development as a learner and teacher. | Uses some resources to support professional development. | Engages in little or no professional development activities to enhance learning and teaching. |
| C. The candidate draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem solving and new ideas. | | | |
| Works actively and cooperatively with colleagues and other professionals to enhance reflection, problem-solving and new ideas beyond the classroom setting. | Utilizes colleagues within the school as supports for reflection, problem-solving and new ideas. | Occasionally seeks out colleagues within the school as supports for reflection, problem-solving and new ideas. | Fails to work with colleagues or other professionals to support reflection and problem-solving. |
| D. The candidate exhibits professionalism (e.g., attendance, dress, confidentiality and ethical and legal behavior). | | | |
| Behaves as an exemplary professional (ethical and legal behavior, attendance, dress, etc.). | Exhibits professionalism (ethical and legal behavior, attendance, dress, etc.). | Is inconsistent in professional behavior in regard to ethical and legal behavior, attendance, dress, etc. | Behaves in an unprofessional manner in regard to ethical and legal behavior, attendance, dress, etc. |

INTASC #10 – SCHOOLS AND COMMUNITY INVOLVEMENT

The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

| <p>A. The candidate collaborates with parents, counselors, and other professionals in the school and community to understand students' lives outside school, promote student learning, solve problems and make decisions to ensure student success.</p> | | | |
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| EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING |
| Actively fosters relationships with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. | Collaborates with school colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. | Sometimes cooperates with colleagues, parents and community agencies to understand students, solve problems and make decisions that promote student success. | Is aware of the need or fails to cooperate with school and community members and agencies. |
| <p>B. The candidate takes a proactive stance regarding promotion of student well being, prevention of violence and making the school a safe and productive learning environment.</p> | | | |
| Creates opportunities to promote student well being, prevent school violence and make the school environment safe and productive. | Participate in opportunities to promote student well being, prevent violence, and make the school environment safe and productive. | Finds and utilizes some resources that enhance student learning and provide opportunities for students to explore career opportunities. | Is unaware of or fails to utilize community resources to enhance student learning and provide opportunities for students to explore career opportunities. |
| <p>C. The candidate identifies and uses community resources to enhance student learning and provides opportunities for students to explore career opportunities.</p> | | | |
| Creatively integrates community resources into program to enhance student learning and provide opportunities for students to explore career opportunities. | Utilizes community resources to enhance student learning and provide opportunities for students to explore career opportunities | Finds and utilizes some resources into program to enhance student learning and provide opportunities for students to explore career opportunities | Creatively integrates community resources into program to enhance student learning and provide opportunities for students to explore career opportunities |
| <p>D. The candidate is sensitive and responsive to clues of distress among students; acts as an advocate for students, investigating situations, and seeking outside help to remedy problems if needed and appropriate.</p> | | | |
| Is sensitive to clues of distress among students; actively advocates for students by fostering investigation of situations and seeking school, family, or community help as appropriate. | Notes clues of distress among students; serves as an advocate for students, fostering investigation of situations and seeking outside help as appropriate. | Inconsistently notices clues of distress; sometimes serves as an advocate for students, and seeks outside help when appropriate. | Is unaware of clues of distress or fails to act in their behalf by investigating and seeking help. |