Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

VCU   School of Education

Virginia Commonwealth University

Candidate's Name _____

Cooperating Teacher _____

University Supervisor _____

School _____School Division _____

Principal's Name _____

Subject Area _____Grade Level _____

Year _____   Semester _____Fall _____ Spring _____

Evaluation Completed By: (please check one)

_____Cooperating Teacher
_____Candidate (Intern, Student Teacher, Extern)
_____University Supervisor   revised 6-30-05

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs revised 6-30-05
Purpose and Instructions

Consistent with the School of Education's conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare candidates to reflect on their practice and to provide a system for candidates, cooperating teachers, and supervisors to assess an intern's growth over time. This form is meant to be used in tandem with two other forms, the Collaborative Reflection Log and the Plan for Reflective Growth. The purpose of the latter two forms is to generate discussion among the candidate, cooperating teacher, and university supervisor about the strengths and weaknesses of the candidate. Only the supervisor's and cooperating teacher's completed Clinical Evaluation Continuum is submitted to the University at the conclusion of the clinical experience.

The Continuum is designed to assess a candidate's growth during the internship or externship. The Continuum consists of five standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on course work and practica experiences prior to the internship or externship.. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). Only whole numbers may be used. The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of "No opportunity to observe" (N) is permissible for the midterm evaluation but not for the final evaluation.

University supervisors and cooperating teachers should conduct four formal observations of candidates during the semester and complete the Continuum twice, once at midterm and once at the end of the experience. For programs with two placements (e.g. elementary), the cooperating teacher observes the candidate only twice and completes the Continuum once at the end of each placement. Candidates should complete the continuum twice prior to the discussion with the cooperating teacher and supervisor. Principals or their designee complete the narrative comment portion of the Continuum only, although the continuum will be attached for reference.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS   06/30/05

M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Establishes, monitors, and enforces expectations for student behavior.	Communicates expectations; develops an awareness of student behavior and reflects on the situation.	Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.	Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.
		b. Plans and implements procedures and routines that support student learning.	Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom.	Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction.	Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines.
		c. Uses space to promote learning.	Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes.	Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction and interaction of students and teacher.	Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students
		d. Uses time effectively.	Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose.	Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned.	Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning.
		e. Communicates and models fair and respectful treatment of all.	Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.	Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.	Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.

(Please mark level of growth for each criterion)
Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4 =Acceptable   5-6 =Target

M = Midterm   F = Final

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment					
M	**F**	**Key Elements**	**Beginning (Awareness, articulation, identification)** 1 2	**Acceptable (Puts into practice, uses, implements, reflects)** 3 4	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** 5 6
		f. Promotes social development and group responsibility.	Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self.	Plans and implements strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness.
		g. Effectively communicates and works with support personnel, families, and volunteers.	Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers.	Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality.	Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe 0 =Unacceptable 1-2 =Beginning 3-4 =Acceptable 5-6 =Target
(has not yet reached
beginning level)

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CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction					
M	F	Key Elements	Beginning (Awareness, articulation, identification) **1 2**	Acceptable (Puts into practice, uses, implements, reflects) **3 4**	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) **5 6**
		a. Demonstrates knowledge of subject matter content and student development.	Identifies key concepts from subject matter area and key factors in student development.	Uses key ideas from subject matter to develop instructional activities appropriate for the developmental level of students.	Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas.
		b. Uses instructional strategies, resources, and technologies to make learning accessible for all students.	Has awareness of a variety of strategies, resources, and technologies and includes a few in lesson plans.	Uses several instructional strategies, resources, and technologies in units of instruction that demonstrate an awareness of making learning accessible to all students.	Uses multiple instructional strategies, resources, and technologies in units of instruction that promote student understanding for all students.
		c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.
		d. Organizes curriculum and instructional sequences to support student understanding of content.	Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.	Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.	Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.
		e. Prepares instructional options to provide flexibility in changing situations.	Shows an awareness of need for flexibility in responding to student needs and unexpected events.	Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.	Adjusts plans in advance to accommodate student abilities and interests and the possibility of changing situations.
		f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.	Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.	Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning.

(Please mark level of growth for each criterion)

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(has not yet reached
beginning level

M = Midterm   F = Final

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 3: Engaging and Supporting Students in Learning					
M	**F**	**Key Elements**	**Beginning (Awareness, articulation, identification)** **1 2**	**Acceptable (Puts into practice, uses, implements, reflects)** **3 4**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** **5 6**
		a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	Realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and begins to make decisions based on both of these factors.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons.	Uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
		b. Connects students' prior knowledge, life experience, and interests with learning goals.	Understands that students learn best when learning goals link to their prior knowledge, life experiences, and interests.	Motivates students by regularly drawing connections between learning goals and concepts and the prior knowledge, life experiences and interests of students.	Reviews the clarity of the link between learning goals and students' prior knowledge, life experiences and interests and makes adjustments to refine and communicate that connection to students.
		c. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, choice and consideration of multiple perspectives.	Selects and implements learning experiences that encourage students to explore new perspectives, interact with teacher and peers; provides some opportunities for students to select from learning activity options.	Reflects on the effectiveness of student interactions during learning experiences and incorporates self directed activities appropriate for the cognitive and social development and skill set of students.
		d. Employs educational practices such as problem-solving and critical thinking that make content meaningful.	Recognizes that educational practices such as problem-solving, critical thinking, goal setting make content meaningful and encourage retention and mastery.	Employs educational practices such as simulations, case studies and project based learning that encourage problem solving and critical thinking that make content meaningful and give students ownership.	Reviews lessons for effectiveness and makes appropriate modifications based on student's demonstrated ability to apply concepts to projects, use critical thinking and direct their own work.
		e. Communicates an ethic of caring, commitment and high expectations for all students.	Demonstrates the value of caring. Commitment, and high expectations for all students.	Regularly communicates an ethic of caring, commitment and high expectations for all students.	Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection.
		f. Develops appropriate rapport with students	Demonstrates an awareness of the importance of appropriate rapport with students.	Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport	Exhibits appropriate rapport based on reflection with students consistently.

(Please mark level of growth for each criterion)

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CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 4: Assessing Student Learning

M	F	Key Elements	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Creates and explains criteria for assessing student work.	Identifies method of assessing student work and can communicate performance criteria to students, parents, and administrators.	Chooses appropriate assessment tools, communicates criteria to students, confirms their understanding, and applies criteria consistently.	Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations.
		b. Collects and uses data from multiple sources to assess student learning.	Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress.	Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
		c. Involves and guides all students in assessing and reflecting on their own learning.	Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work.	Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits.	Provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
		d. Uses assessment data to profile student learning and guide instruction (formative).	Knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills.	Uses required assessments; uses a variety of data sources for instructional planning; monitors students' understanding during some instructional activities.	Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments.
		e. Communicates with students, families, and other audiences about student progress.	Identifies current methods for communicating student progress to students and families.	Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required.	Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel.
		f. Analyzes and reflects on student assessment data to improve instructional practice (summative).	Reviews assessment data and identifies links to current instructional plans.	Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.	Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.
		4g. Demonstrates a positive impact on student growth and/or learning.	Connects instructional plan to objectives.	Connects instructional plan to objectives and provides data to indicate that objectives have been met.	Provides clear evidence of student growth and/or learning referencing change between initial and post assessment data. Reflects on relationship between student growth and/or learning and instructional practice. Provides evidence that objectives have been met.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0 =Unacceptable   1-2 =Beginning   3-4 =Acceptable   5-6 =Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

| **Standard 5: Developing as a Professional.** |

M	F	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		a. Exhibits a commitment to professional standards associated with their areas of expertise.	No evidence that candidate incorporates professional standards into work with students	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.
		b. Supports learning environments that encourage the academic, social, and professional growth of all students.	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students	Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc. of students in one's work with students.	Develops work plans that address different abilities, needs, learning styles, cultures, etc.	Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students
		c. Recognizes the importance of the social context of schooling.	No evidence that the candidate recognizes the importance of the social context of schooling	Recognizes the importance of external factors outside the classroom and school that affect student learning.	Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
		d. Collaborates with parents and other relevant parties.	No evidence that the candidate plans to collaborate with parents or other relevant colleagues	Recognizes that educators work with families and communities in defining student goals and developing student capabilities.	Establishes positive working relationships with students, parents, and colleagues through active listening and appropriate responses.	Encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.
		e. Has high expectations for all students.	Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.	Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.	Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements.	Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.

(Please mark level of growth for each criterion)

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Standard 5: Developing as a Professional Continued

M	F	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		f. Takes other perspectives into account.	No respect for other viewpoints	Willing to listen to other perspectives.	Considers other perspectives respectfully. Responds appropriately.	Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.
		g. Adheres to professional code of ethics in decision making.	Has been observed to make unethical decisions	Awareness of professional ethical expectations of his/her school and profession.	Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.	Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
		h. Engages in reflective practice.	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning	Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning.	Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning.	Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.
		i. Demonstrates integrity	Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others	Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.	Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.
		j. Accepts responsibility	Late to meetings; misses deadlines; needs to be reminded often of obligations	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.	Accepts tasks associated with role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
		k. Shows initiative	Overly dependent on external authority; Needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative	Initiates appropriate actions independently	Initiates appropriate actions in ways that to beyond individual classroom but with context of school
		l. Demonstrates commitment to chosen professional role.	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.	Expresses enthusiasm for being an educator and working with students.	Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.

(Please mark level of growth for each criterion)

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                                                                                                    (has not yet reached beginning level)

Standard 5: Developing as a Professional Continued

M	F	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)	
			0	**1**	**2**	**3**	**4**	**5**	**6**
		m. Exhibits sound judgment	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.		Exhibits sound judgment based on personal experience and relevant information or considers various views.		Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.	
		n. Accepts constructive criticism	Rejects constructive criticism; argues and or/ gives excuses; becomes defiant	Aware of value of interaction, exchange of ideas and points of view.		Accepts constructive criticism gracefully.		Seeks constructive criticism. Acts on suggestions for improvement.	
		o. Models appropriate assertiveness.	Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.		Articulates positions and takes actions appropriate to the situation.		Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.	

(Please mark level of growth for each criterion)

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M = Midterm F = Final

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS
NARRATIVE SECTION

Please type or write comments for each of the following criteria: Midterm_____ Final _____

Creating and Maintaining a Positive and Safe Learning Environment

Planning for Instruction

Engaging and Supporting Students in Learning

Assessing Student Learning

Developing as a Professional

Supervisor/Cooperating Teacher/ Principal's Signature _____**Date:**_____

Position: _____

The candidate's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____**Date:** _____