Assessment #4

Clinical Assessment Observation Rubric

1. A brief description of the assessment and its use in the program

This assessment is the observation form used by the unit (across all disciplines and for all education candidates) for both Methods and Student Teachers. It has been slightly modified from the unit observation form to meet the Science NSTA standards (e.g., safety, inquiry activities). This assessment is based on the Danielson model that has been used at Keene State College for the past five years. During the candidate's classroom teaching observations the observer circles or underlines various attributes on the KSC Clinical Assessment Observation Rubric (scoring guide). Then the observer completes the Summary form with comments. The ratings on the summary chart do not have to be whole numbers (Needs Improvement - 1; Meets Expectations - 2; or Exceeds Expectations - 3). For example, if the observer feels that the candidate has basic content knowledge of concepts, principles, theories, laws in the field of licensure (Meets Expectations - 2), and in addition, the candidate demonstrates strong pedagogical practice that reflects best practice (Exceeds Expectations - 3) in Planning and Preparation for Instruction (Domain 1.1 of the Scoring rubric) the observer can rank the candidate as a 2.5 for that Domain.

The Observation form is used twice by the college supervisor and twice by the cooperating teacher during the Field Experience (ESEC 386/ESEC 384) that is taken at the same time as the Science Methods class. **The candidate MUST obtain a minimum of a 1.5 overall for Methods to continue on to Student Teaching.** It is used four times during the Student Teaching experience by the college supervisor and twice by the cooperating teacher. The college supervisor has the final say on the Pass/Fail of the candidate for the Student Teaching experience. **The candidate MUST have a minimum of a 2 (Meets Expectations), with no more than two 1's (Needs Improvement) to Pass Student Teaching.**

2. A description of how this assessment specifically aligns with the standards

The following NSTA standards are addressed in this assessment: 1a-c, 2b&c, 3b, 4b, 5a-c, 5e&f, 6b, 8a-c, 9a-d, and 10a-d.

3. A brief analysis of the data findings

Both Methods and Student Teachers have received the minimum scores required of this assessment. More emphasis needs to be placed on Community Resources. There is no question that the Methods Field experience enhances the ability of the Student Teachers to become better prepared for Planning and Preparation and the Instruction categories.

4. An interpretation of how that data provides evidence for meeting standards

The Meets Expectations column of the KSC Clinical Observation Rubric addresses the NSTA standards mentioned above in #2. The Professional Responsibilities was not as strong overall, but definitely increased when they experienced Student Teaching. During the Methods Field Experience, they are in the school system for a minimum of 4 hours per week. During Student Teaching, they are there the whole day, every day.

5. Assessment Documentation

5A: Assessment Tool

The Clinical Assessment Observation Rubric is used by the unit for Methods and Student Teachers across all disciplines. It has been modified slightly by each certification area on campus to meet the specific requirements of the individual SPAs. (*Changes from the unit*

observation form is noted in italics. The form is based on Charlotte Danielson's model using four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

5B: Scoring guide (rubric)

KSC Clinical Assessment Observation Rubric

		Needs Improvement (1)	**Meets Expectations (2)**	**Exceeds Expectations (3)**
Planning and Preparing for Instruction	*1.1 Knowledge of Students and School Context*	Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage	Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs (5b); students' prior knowledge (pre-test); and/or interests & cultural heritage (5e)	Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage
	1.2 Knowledge of Content & Associated Pedagogy	Many content errors; does not clarify student errors or misconceptions	Basic content knowledge *of concepts, principles, theories, laws, and interrelation-ships of candidates field*(1a); basic associated pedagogical knowledge;	Solid content knowledge *of concepts, principles, theories, laws, and interrelationships of candidates field*; pedagogical practice reflects best practice

	1.3 Instructional Goals/ Activities/ Assessments/ Learning Outcomes	Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes	Goals clear & standards-based *with emphasis on many of the unifying themes/concepts of NSES (1b)*; suitable activities *requiring analysis of problems, including risks, costs, alternative solutions (4b)*; *multiple* assessments congruent w/ goals *that are aligned with instruction and needs of students (pre-testing and post-testing (8a)*; *results of assessments used to modify instruction, class environment, or the assessment process (8b);* appropriate learning outcomes met; *assessments used by students to analyze their own learning and be reflective of their own work (8c)*	Clear standards-based goals *with emphasis on most of the unifying themes/concepts of NSES and made clear to students*; wide variety of appropriate activities *including critical analysis of problems, including risks, costs, benefits of alternative solutions and can relate these to the knowledge, goals, and values of the students*; *multiple* assessments (*formative and summative)* congruent with goals and clear criteria for students *that are aligned with instruction and needs of students*; *results of assessments used to modify instruction, class environment, or the assessment processes;* multiple appropriate learning outcomes met; *assessments used by students to analyze their own learning and be reflective of their own work*
Creating a Learning Environment	*2.1 Respect/Rapport*	Allows for disrespectful environment: student-teacher or student-student interaction is negative, demeaning, or age inappropriate	Fosters environment of respect: appropriate student-teacher and student-student interactions evident	Creates pervasive environment of respect: exemplary student-teacher and student-student interactions evident
	2.2 Managing Routines & Procedures	Time lost due to inefficiency; unnecessary time spent on non-instructional activities	Efficient; minimal loss of time on non-instructional activities	Organized routines; systems in place for efficiently handling non-instructional activities

	2.3 Managing Student Behavior	Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised	Standards of conduct established; *physical environment is safe and psychologically comfortable (5f);* aware of and responsive to misconduct; safety of all students *and ethical treatment of animals(9a)* assured; *maintenance and disposal of materials noted (9a), uses safe and proper techniques for preparation, storage, dispensing, supervising, and disposal of materials used in instruction (9b); emergency procedures posted (9c); safety equipment maintained (9c); living organisms treated in a safe, humane, and ethical manner (9d)*	Standards of conduct established with student collaboration; *physical environment is safe, inviting, and psychologically welcoming;* alert and responsive to all student behaviors; safety of all students assured; *ethical treatment of animals and knowledge of legality of state restrictions imposed on students; maintenance and disposal of materials noted, uses safe and proper techniques for preparation, storage, dispensing, supervising, and disposal of materials used in instruction; emergency procedures posted with student input; safety equipment maintained and maintenance schedule posted; living organisms treated in a safe, humane, and ethical manner*
Instruction	*3.1 Activating & Maintaining Engagement*	No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content	Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus; *collaborative learning that uses different student group learning strategies* (5c)	Consistent use of complete & clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence
	3.2 Flexibility/Responsiveness	Rigid or unresponsive to student questions and/or needs; inadequate feedback	Accommodation of student needs evident; appropriate feedback offered (5a & 5b)	Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction

	3.3 Activities	Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards	Variety of activities utilizing quality instructional materials/ resources (5a); activities relevant to content/ standards (*NSES) (6a & 6b) and relevant to students personal and technological application of science (1c);students actively engaged in scientific inquiry around the studies of the nature of science(2c&3b); activity distinguishes the philosophical tenets, assumptions, goals, and values of science from the technology used in the activity (2b)*	Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards (*NSES) and relevant to students personal application of science; students design, implement, collect data, analyze and report on an inquiry activity of their choosing that centers around an area of misconception (2c)*
	3.4 Pacing & Timing	Untimely start of class; few transitions; minimal adjustment of lesson flow; closure not evident	Class begins on time; lesson flows and includes smooth transitions; closure evident	Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures

Professional	*4.1 Clear & Accurate Communication with All Audiences*	Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to an audience	Communication features audible, legible, appropriate language for targeted audience; clarifications/questions addressed	Communication features articulate and appropriate language for targeted audience; clarifications/questions welcomed

	4.2 Professional Interactions & Pursuit of Professional Development	Relationships w/colleagues are negative or self-serving; minimal involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor; poor relationship with colleagues, parents, and students; no community involvement	Maintains cordial relationships w/colleagues (10d); participates in school activities; participates in convenient professional development activities; professional appearance/ demeanor; *actively engaged in opportunities for professional growth and leadership (10a); uses feedback from students, supervisor, cooperating teacher to improve teaching* (10c); *effectively interacts with colleagues, parents, and students, fosters positive relationships with the community (10d)*	Fosters supportive/ cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional develop-ment *that reaches beyond minimum requirements* (10a); consistent professional appearance/demeanor; *uses feedback from students, supervisor, cooperating teacher to improve teaching and increase professional growth; interactions with colleagues, parents, and students is exemplary; collaborates with peers; fosters positive relationships with the community and gets students involved(10d)*
	4.3 Use of Technology	Minimal use of technology in the classroom	Uses technology in instruction *to access resources, collect and process data, and facilitate the learning of science and distinguishes the difference between the technology and the nature of science (1c &5b); engages students in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions and can relate this issues to the knowledge, goals, and values of the students* (4b)	Embraces technology as an instructional tool; teaches students how to use technology; *students* designs activities employing technology *to access resources, collect and process data, and facilitate the learning of science and distin-guishes the difference between the technology and the nature of science; students choose a problem, including considerations of risks, costs, and benefits of alternative solutions and can relate this issues to their knowledge, goals, and values*
	4.4 Reflective Practice	Self-assessment of lesson effectiveness unclear or not articulated.	Accurate self-assessment of lesson effectiveness; makes appropriate suggestions for change (10b);	Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction and learning

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Clinical Assessment Observation Rubric

Summary Form for Clinical Assessment Observation

Candidate_____ **School**_____
Observer _____ **Grade/Class**_____
Date:_____

	Rating	Comments
I. Planning and Preparing for Instruction		
A. Knowledge of Students and School Context	_____	_____
B. Knowledge of Content and Associated Pedagogy	_____	_____
C. Instructional Goals/Activities/ Assessments/Learning Outcomes	_____	_____
II. Creating a Positive Learning Environment		
A. Respect/Rapport	_____	_____
B. Managing Routines and Procedures	_____	_____
C. Managing Student Behavior	_____	_____
III. Instruction		
A. Activating and Maintaining Engagement	_____	_____
B. Flexibility/Responsiveness	_____	_____
C. Activities	_____	_____
D. Pacing and Timing	_____	_____
IV. Professional Responsibility		
A. Clear and Accurate Communication		_____

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with All Audiences _____ _____

B. Professional Interactions and Pursuit of Professional Development _____ _____

C. Use of Technology _____ _____

D. Reflective Practice _____ _____

Overall Rating _____

_____ _____

Signature of Teacher Candidate (following conference)
Field placement: □ Methods/Practicum
(check one) □ Student Teaching/Internship

Key: 1=Needs Improvement 3=Exceeds Expectations
2=Meets Expectations N/O=Not Observed

Signature of Observer (following conference)
(check one) □ Cooperating/Mentor Teacher
□ Methods/Practicum Instructor □ College Supervisor
□ Site Supervisor □ Other Course Instructor
□ Other Professional Educator (please describe)
_____

5c. Candidate Data

Year		Planning and Preparation	Positive Learning Environment	Instruction	Professional Responsibilities	Overall
Fall 2005	Methods Student #1	2	2	2	2	**2**
	Methods Student #2	2	2	2	1	**1.75**
	Methods Student #3	2	2	2	1	**1.75**
Spring 2006	Student Teacher #1	2	3	2	2	**2.25**
	Student Teacher #2	2	2	2	2	**2**
	Student Teacher #3	2	2	2	2	**2**
	Student Teacher #4	2	2	2	2	**2**

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Fall 2006	Methods Student #1	2	2	2	2	**2**
	Methods Student #2	2	2	2	1	**1.75**
	Methods Student #3	2	2	2	1	**1.75**
	Methods Student #4	2	2	2	1	**1.75**
Spring 2007	Student Teacher #1	2	2	2	2	**2**
Fall 2007	Methods Student #1	2	2	2	2	**2**
	Methods Student #2	2	2	2	1	**1.75**
Fall 2007	Student Teacher #1	2	2	2	2	**2**
	Student Teacher #2	2	2	2	2	**2**
Spring 2008	Student Teacher #1	3	2	2	2	**2.25**
	Student Teacher #2	2	2	2	2	**2**
Fall 2008	Methods Student #1	2	2	2	2	**2**
	Methods Student #2	2	2	2	2	**2**
	Methods Student #3	2	2	2	2	**2**
Spring 2009	Student Teacher #1	3	2	3	2	**2.5**
	Student Teacher #2	2	2	2	2	**2**
	Student Teacher #3	3	2	3	2	**2.5**