

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) 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

Two of the three Methods candidates received a 2 (Meets Expectations), one received a 1.75, meeting the minimum requirements to continue to student teaching. All four of the Student teachers received a minimum of 2.

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 three Fall 2005 Methods candidates all had meet the minimum requirement of a 1.5 average. The data support the fact that these candidates are just beginning their teaching experiences in field-based settings. The four Student Teachers improved from the Methods classes. They all Met Expectations in the four Domains. One candidate received a 3 (Exceeds Expectations) in "Positive Learning Environment." The Method candidates Meet Expectations for Planning and Preparation, The Classroom Environment, and Instruction. The Professional Responsibilities was not as strong, 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. Whereas in Student Teaching, they are there the whole day, every day. One of the Student Teachers did an outstanding job in creating an exceptional Learning Environment, concentrating on a safe environment for students and

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developing safety rules with the students, with a strong emphasis on the ethical treatment of animals.

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	<i>1.1 Knowledge of Students and School Context</i>	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
	<i>1.2 Knowledge of Content & Associated Pedagogy</i>	Many content errors; does not clarify student errors or misconceptions	Basic content knowledge of <i>concepts, principles, theories, laws, and interrelationships of candidates field</i> (1a); basic associated pedagogical knowledge;	Solid content knowledge of <i>concepts, principles, theories, laws, and interrelationships of candidates field</i> ; pedagogical practice reflects best practice

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	<i>1.3 Instructional Goals/Activities/ Assessments/ Learning Outcomes</i>	Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes	Goals clear & standards-based <i>with emphasis on many of the unifying themes/concepts of NSES (1b)</i> ; suitable activities <i>requiring analysis of problems, including risks, costs, alternative solutions (4b)</i> ; multiple assessments congruent w/ goals <i>that are aligned with instruction and needs of students (pre-testing and post-testing (8a)</i> ; results of assessments used to <i>modify instruction, class environment, or the assessment process (8b)</i> ; appropriate learning outcomes met; assessments used by <u>students</u> to analyze their own learning and be reflective of their own work (8c)	Clear standards-based goals <i>with emphasis on most of the unifying themes/concepts of NSES and made clear to students</i> ; wide variety of appropriate activities <i>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</i> ; multiple assessments <i>(formative and summative)</i> congruent with goals and clear criteria for students <i>that are aligned with instruction and needs of students</i> ; results of assessments used to <i>modify instruction, class environment, or the assessment processes</i> ; multiple appropriate learning outcomes met; assessments used by <u>students</u> to analyze their own learning and be reflective of their own work
Creating a Learning Environment	<i>2.1 Respect/Rapport</i>	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
	<i>2.2 Managing Routines & Procedures</i>	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

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	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; <i>physical environment is safe and psychologically comfortable (5f)</i> ; aware of and responsive to misconduct; safety of all students and <i>ethical treatment of animals(9a)</i> assured; <i>maintenance and disposal of materials noted (9a)</i> , 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; <i>physical environment is safe, inviting, and psychologically welcoming</i> ; alert and responsive to all student behaviors; safety of all students assured; <i>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</i>
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; <i>collaborative learning that uses different student group learning strategies (5c)</i>	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

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	<i>3.3 Activities</i>	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)
	<i>3.4 Pacing & Timing</i>	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	<i>4.1 Clear & Accurate Communication with All Audiences</i>	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

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	<i>4.2 Professional Interactions & Pursuit of Professional Development</i>	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; <i>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)</i>	Fosters supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development <i>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)</i>
	<i>4.3 Use of Technology</i>	Minimal use of technology in the classroom	Uses technology in instruction <i>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)</i>	Embraces technology as an instructional tool; teaches students how to use technology; <u>students</u> designs activities employing technology <i>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; 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</i>
	<i>4.4 Reflective Practice</i>	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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Summary Form for Clinical Assessment Observation

Candidate _____
 Observer _____
 Date: _____

School _____
 Grade/Class _____

Comments***I. Planning and Preparing for Instruction******Rating***

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

2=Meets Expectations

3=Exceeds 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