

## PERFORMANCE-BASED ASSESSMENT OF CLINICAL EXPERIENCE

Buffalo State College Teacher Candidates are expected to reach the standards of an effective educator by the end of student teaching. The standards are set by SUNY Buffalo State and guided by state and national standards such as the Interstate Teacher Assessment and Support Consortium (InTASC) Standard Model Core Teaching Standards. This assessment also meets specific content knowledge and pedagogy standards set by our accrediting agency. The rubrics and criteria included on this evaluation represent these standards.

### IMPORTANT: Use "SAVE DRAFT" often & remember to PRINT before you submit!

Once submitted, you will not be able to retrieve this form.

Teacher Candidate

No answer specified

Mentor Teacher

No answer specified

Buffalo State Supervisor

No answer specified

School

No answer specified

District

No answer specified

Grade

No answer specified

Teaching Period

Entrance Date

No answer specified

Completion Date

No answer specified

Days Absent

No answer specified

Evaluation Date

No answer specified

## Candidate Dispositions

Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate a candidate's readiness to make a positive impact on all P-12 students' learning and development. The development of professional dispositions is an important part of this readiness.

Growth of one's dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that we rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The descriptions below provide insight and language necessary for effective feedback.

For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a manner consistent with each disposition.

## IMPORTANT GUIDELINES

Score of 4 (CONSISTENTLY EVIDENT)

Score of 3 (OFTEN EVIDENT)

Score of 2 (OCCASIONALLY EVIDENT)

Score of 1 (RARELY EVIDENT)

"A score of 2 should be viewed as a "teachable moment" for the assessor. In this case, the assessor should meet with the candidate to discuss the behaviors that warranted the score and to clarify expectations. A score of 1 warrants a meeting with the candidate, but also requires the completion of a "Candidate Consultation Form" so that the Teacher Education Unit at Buffalo State College can develop a plan to help the candidate improve. Candidate Consultation Forms can be found in the Student Teaching Handbook. For more information about these processes and/or this assessment, please contact the Supervisor.

\*\*\*NOT YET OBSERVED\* is not available on the final evaluation.

The form has items to assess 7 Dispositions, Core Competencies in Lesson Planning, Differentiating Instruction, Transitions/Management, Assessment, Instruction, Educational Technology, Specific Content Areas (ELA, Science, Math, Social Studies, The Arts, Health Education and Physical Education) and Developmentally Appropriate Practices. Candidates need to plan ahead to make sure that they demonstrate all of these competencies and teach lessons in all of the required content areas. They may need to collaborate with other teachers in order to do this.

## Dispositions Assessment

	1 - RARELY EVIDENT	2 - OCCASIONALLY EVIDENT	3 - OFTEN EVIDENT	4 - CONSISTENTLY EVIDENT
1. PROFESSIONAL (Disposition 1) Candidate is ethical, exhibits professional pride in appearance and demeanor, and demonstrates high quality communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. RELIABLE AND DEPENDABLE (Disposition 2) Candidate is punctual and organized, completes essential tasks without prompting, and meets deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. RESPECTFUL (Disposition 3) Candidate is judicious and empathetic in interactions with students and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. COMMITTED TO STUDENT LEARNING (Disposition 4) Candidate makes decisions and plans that are student centered, foster higher-order thinking skills, and demonstrate understanding of the important contribution of diversity of thought, background and ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. REFLECTIVE (Disposition 5) Candidate shows an openness to continuous improvement, listens effectively, demonstrates receptivity to feedback by improving performance, and tailors and reformats instruction based on assessed student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ENTHUSIASTIC (Disposition 6) Candidate shows initiative and leadership, practices creative problem solving, and is energetic and open to new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. COLLABORATIVE (Disposition 7) Candidate works well with peers, faculty and mentors and seeks to learn from them and share ideas and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### COMMENTS REGARDING DISPOSITIONS

Please add any comments relevant to the ratings above.

(Please remember to follow up with scores of 1 or 2 per the instructions above!)

*No answer specified*

## Core Professional Competencies

The evaluations below are organized around related teaching tasks such as leading a large or small group, teaching a repeated activity, assessing higher level thinking skills and leading a discussion. These teaching tasks are aligned with high leverage teaching practices and the InTASC standards. The evaluations are also aligned with the International Society for Technology in Education (ISTE) Standards to assess whether candidates can model and apply these standards as they design, implement, and assess learning experiences.

### IMPORTANT GUIDELINES

Score of 4 (EXCEEDS EXPECTATIONS)

Score of 3 (MEETS EXPECTATIONS)

Score of 2 (APPROACHING EXPECTATIONS)

Score of 1 (DOES NOT MEET EXPECTATIONS)

\*A score of 2 should be viewed as a "teachable moment" for the assessor. In this case, the assessor should meet with the candidate to discuss the behaviors that warranted the score and to clarify expectations. A score of 1 warrants a meeting with the candidate, but also requires the completion of a "Candidate Consultation Form" so that the Teacher Education Unit at Buffalo State College can develop a plan to help the candidate improve. Candidate Consultation Forms can be found in the Student Teaching Handbook. For more information about these processes and/or this assessment, please contact the Department Chair.

Using the criteria below, please assess the candidate's ability to teach a developmentally appropriate lesson.

#### LESSON PLANNING (InTASC 1 & 7)

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
8. Planning: Candidate creates a developmentally appropriate plan that is differentiated for individual students and can justify the plan using knowledge of child/adolescent development and theory and/or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Enactment: Candidate introduces tasks that allow for developmental flexibility, provides scaffolding when appropriate, and considers developmental differences in the assessment of student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Using the criteria below, please assess the candidate's ability to develop differentiated instruction over a series of lessons for an individual student or small group who vary culturally/linguistically or have special needs.**

**DIFFERENTIATING INSTRUCTION (InTASC 2)**

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
10. Planning: Candidate uses data on student cultural, linguistic, or developmental differences to inform the plan; plans adaptations to address specific students' needs; and provides justification for why the plan would work.	○	○	○	○
11. Materials: Candidate selects or creates a set of materials that differentiates instruction to meet the individual needs of students, has clear directions, and is consistent with learner goals.	○	○	○	○
12. Instruction: Candidate adapts the lesson to meet the needs of the individual while simultaneously satisfying the learning goals. Candidate uses multiple approaches to differentiate instruction.	○	○	○	○
13. Student Response: Students engage with the lesson and remain on task for its duration, ask appropriate questions, and engage in thinking at all levels of Blooms's taxonomy.	○	○	○	○

**Using the criteria below, please assess the candidate's proficiency in classroom management (including managing transitions, giving directions, and engaging students).**

**TRANSITIONS AND MANAGEMENT (InTASC 3)**

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
14. Planning: Candidate introduces tasks that allow for developmental flexibility, plans transitions to begin and end the activity, and designs an instructional plan that considers developmental differences in the assessment of student learning.	○	○	○	○
15. Enactment: Candidate provides clear directions to facilitate student engagement before beginning the activity. Candidate effectively guides student movement during the lesson.	○	○	○	○
16. Classroom Management: Candidate uses proactive classroom management strategies such as proximity control and nonverbal communication. Candidate anticipates and provides direction for student movement throughout the lesson.	○	○	○	○

**Using the criteria below, please assess the candidate's ability to assess higher level student thinking skills.**

**ASSESSMENT (InTASC 6)**

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
17. Assessment: Candidate selects or creates multiple assessments to evaluate student performance, assesses higher level thinking skills, and provides oral and written feedback on student thinking.	○	○	○	○
18. Elicit Student Thinking: Candidate uses instructional strategies that foster high student engagement and selects or creates instructional strategies that give students a chance to observe, reflect, infer and explain. Candidate uses instructional strategies that elicit student thinking.	○	○	○	○
19. Quality of Inferences: Candidate stays true to the data when making inferences, synthesizes the assessment data into a complete picture of student performance, and identifies and implements an instructional response or strategy in response to common student thinking.	○	○	○	○
20. Relationship to Learning: Candidate sets short and long term learning goals in relation to state standards, creates developmentally appropriate learning goals, and achieves the learning goals of the lesson.	○	○	○	○

**Using the criteria below, please assess the candidate's ability to plan and lead a large group discussion**

INSTRUCTION (InTASC 8)

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
21. Relevance: Candidate incorporates student interests, builds on prior experiences and existing knowledge, incorporates student decision-making, and provides a justification for teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Instruction: Candidate elicits and interprets student thinking, provides direction and guidance related to the learning, and provides effective feedback related to the learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Student Response: Students appear motivated, engage with the lesson and remain on task for its duration. Students engage in thinking at all levels of Bloom's taxonomy and ask appropriate questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Student Thinking: Candidate formatively assesses student speaking, writing, and thinking; recognizes common patterns of student thinking and development; and identifies an instructional strategy in response to student thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Impact: Candidate's instruction was effective in advancing learning of all students towards attainment of state standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Using the criteria below, please assess the candidate's ability to effectively use technology to provide opportunities for all learners to use technology in a purposeful and developmentally appropriate way.**

ISTE TECHNOLOGY STANDARDS

Digital Tools are electronic tools, systems, devices and resources that generate store or process data. These include social media, online games and applications, multimedia, productivity apps, cloud computing & mobile devices (<http://www.education.vic.gov.au/school/teachers/support/Pages/elearningcurriculum.aspx>).

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
26. Candidate seeks out and employs innovative ways to use technology to improve student learning and can use digital platforms to manage learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Candidate shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Candidate models and promotes critical examination of online resources and other digital learning materials and inspires students to positively contribute to and responsibly participate in the digital world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Candidate leverages technology to collaborate and communicate with colleagues, parents, students, and other stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Exceptional Education Assessment

The following criteria are based on the Council for Exceptional Children (CEC) Standards.

**Exceptional Education Criteria**

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
30. Candidate communicates and collaborates effectively with colleagues, parents, school leaders, and other professionals to meet the needs of students with or at risk for disabilities (e.g., general education teacher(s), OT, PT, speech and language therapists, social workers, agency personnel, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Candidate plans and delivers specially designed instruction to teach content, skills, and concepts using principles of explicit instruction that includes modeling, guided and independent practice, and appropriate error correction techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Candidate teaches student to use self-regulatory techniques to facilitate academic independence and behavioral competency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Candidate alters the learning environment, tasks, and routines and plan individually designed consequence-based approaches to reduce or eliminate inappropriate behavior or to increase and maintain appropriate behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Candidate selects, implements and evaluates instructional and assistive technologies to support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Candidate designs and uses multiple forms of assessment to plan for student's academic, behavioral, and functional strengths and needs at an individual, classroom, or community level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Analyze and interpret assessment data to develop goals, design instruction, and make appropriate instructional and environmental decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Monitor student progress to determine efficacy of instruction and make adaptations to the instructional and learning environment, as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## COMMENTS

Use this space to include any comments or messages related to the candidate or to this form.

*No answer specified*

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## STUDENT SIGNATURE

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## SUPERVISOR SIGNATURE

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