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	**Completion Date**
No answer specified	*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.	○	○	○	○
2. RELIABLE AND DEPENDABLE (Disposition 2) Candidate is punctual and organized, completes essential tasks without prompting, and meets deadlines.	○	○	○	○
3. RESPECTFUL (Disposition 3) Candidate is judicious and empathetic in interactions with students and colleagues.	○	○	○	○
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.	○	○	○	○
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.	○	○	○	○
6. ENTHUSIASTIC (Disposition 6) Candidate shows initiative and leadership, practices creative problem solving, and is energetic and open to new ideas.	○	○	○	○
7. COLLABORATIVE (Disposition 7) Candidate works well with peers, faculty and mentors and seeks to learn from them and share ideas and practices.	○	○	○	○

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.	○	○	○	○
9. Enactment: Candidate introduces tasks that allow for developmental flexibility, provides scaffolding when appropriate, and considers developmental differences in the assessment of student learning.	○	○	○	○

🔲 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 EXPECATIONS
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 7,8)

	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.	○	○	○	○
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.	○	○	○	○
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.	○	○	○	○
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.	○	○	○	○
25. Impact: Candidate's instruction was effective in advancing learning of all students towards attainment of state standards.	○	○	○	○

✚ 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.	○	○	○	○
27. Candidate shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences.	○	○	○	○
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.	○	○	○	○
29. Candidate leverages technology to collaborate and communicate with colleagues, parents, students, and other stakeholders.	○	○	○	○

Elementary Education/Early Education Assessment

The following criteria are based on the Council for the Accreditation of Educator Preparation (CAEP) K-6 Standards and the National Association for the Education of Youth Children Standards (NAEYC).

✚ English Language Arts (CAEP 2.a)

Candidate demonstrates a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
30. (CAEP 2.a) Candidate knows and understands concepts of reading, writing, and oral language.	○	○	○	○
31. (CAEP 2.a) Candidate designs and implements effective instruction in reading, writing, and oral language.	○	○	○	○

✚ Mathematics (CAEP 2.b)

Candidate knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
32. (CAEP 2.b) Candidate knows and understands fundamental mathematical concepts.	○	○	○	○
33. (CAEP 2.b) Candidate designs and implements effective instruction in mathematics.	○	○	○	○

✚ Science and Engineering (CAEP 2.c)

Candidate knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences. Candidate can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
34. (CAEP 2.c) Candidate knows and understands fundamental science concepts.	○	○	○	○
35. (CAEP 2.c) Candidate designs and implements effective instruction in science.	○	○	○	○

Social Studies (CAEP 2.d)

Candidate knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
36. (CAEP 2.d) Candidate knows and understands fundamental social studies concepts.	○	○	○	○
37. (CAEP 2.d) Candidate designs and implements effective instruction in social studies.	○	○	○	○

Developmentally Appropriate Practice

	1 - DOES NOT MEET EXPECTATIONS	2 - APPROACHING EXPECTATIONS	3 - MEETS EXPECTATIONS	4 - EXCEEDS EXPECTATIONS
38. NAEYC 1c Candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	○	○	○	○
39. NAEYC 2b Candidate supports and engages families and communities through respectful, reciprocal relationships.	○	○	○	○
40. NAEYC 3b Candidate knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	○	○	○	○
41. NAEYC 3c Candidate understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	○	○	○	○
42. NAEYC 4a Understands positive relationships and supportive interactions as the foundation of their work with young children.	○	○	○	○

COMMENTS

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

No answer specified

STUDENT SIGNATURE _____

SUPERVISOR SIGNATURE _____

PLEASE REMEMBER TO PRINT THIS FORM BEFORE YOU SUBMIT! (Scroll to top for "print view".)

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