# BUFFALO STATE
## The State University of New York

## 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.

==When completing this evaluation, please consider the range of instructional delivery modalities. Components on this evaluation can apply to both face to face as well as virtual clinical practice.==

Your teacher candidate is:  , .

Select placement:

[ ▾ ]

Please select your candidate's Buffalo State Supervisor:

[ ▾ ]

If the College Supervisor's name did not appear in the drop-down, please include below.

[                                                                ]

Please enter your school information.

| School Name | [                    ] |
| District    | [                    ] |

**Next**

| Mentor Last Name | |
|---|---|
| Mentor First Name | |
| Preferred Email, if different from school email: | |

## Student Teacher Days Absent/Missed to-date:

☐ 0 days

☐ 1 day

☐ 2 days

☐ 3 days

☐ 4 days

☐ 5+ days (enter number)

[  ]

## Evaluation Type:

○ Midpoint (formative)

○ Final (end-of-placement)

## Indicate the grade level(s) you are currently teaching (select all that apply):

☐ Pre-K                     ☐ 7th Grade

☐ Kindergarten              ☐ 8th Grade

☐ 1st Grade                 ☐ 9th Grade

☐ 2nd Grade                 ☐ 10th Grade

☐ 3rd Grade                 ☐ 11th Grade

☐ 4th Grade                 ☐ 12th Grade

☐ 5th Grade                 ☐ Students with Disabilities

☐ 6th Grade                 ☐ Other [          ]

## Subject Area(s) (if applicable):

[                                                            ]

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## 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" will not be available on the final evaluation.

The form assesses 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.

Based on the above guidelines, please rate the candidate below.

## PROFESSIONAL (Disposition 1)

Candidate is ethical, exhibits professional pride in appearance and demeanor, and demonstrates high quality communication skills.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

## RELIABLE AND DEPENDABLE (Disposition 2)

Candidate is punctual and organized, completes essential tasks without prompting, and meets deadlines.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

## RESPECTFUL (Disposition 3)

Candidate is judicious and empathetic in interactions with students and colleagues.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

## 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.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

## 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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

## ENTHUSIASTIC (Disposition 6)
Candidate shows initiative and leadership, practices creative problem solving, and is energetic and open to new ideas.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

## COLLABORATIVE (Disposition 7)
Candidate works well with peers, faculty and mentors and seeks to learn from them and share ideas and practices.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

## 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!)*

[ ]

## 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.*

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

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## Ability to teach a developmentally appropriate lesson.
(Lesson Planning InTASC 1&7)

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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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## 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)**

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

# Proficiency in classroom management (including managing transitions, giving directions, and engaging students.
**(Transitions and Management, InTASC 3)**

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**Enactment:** Candidate provides clear directions to facilitate student engagement before beginning the activity. Candidate effectively guides student movement during the lesson.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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# Ability to assess higher level student thinking skills.
**(Assessment InTASC 6)**

**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.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

**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.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

**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.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

**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.

- ○ Does Not Meet Expectations
- ○ Approaching Expectations
- ○ Meets Expectations
- ○ Exceeds Expectations

## Ability to plan and lead a large group discussion.
(Instruction InTASC 8)

**Relevance:** Candidate incorporates student interests, builds on prior experiences and existing knowledge, incorporates student decision-making, and provides a justification for teaching strategies.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**Instruction:** Candidate elicits and interprets student thinking, provides direction and guidance related to the learning, and provides effective feedback related to the learning objectives.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

**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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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## ISTE Technology Standards

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).*

Candidate seeks out and employs innovative ways to use technology to improve student learning and can use digital platforms to manage learning.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

Candidate shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

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.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

Candidate leverages technology to collaborate and communicate with colleagues, parents, students, and other stakeholders.

○ Does Not Meet Expectations

○ Approaching Expectations

○ Meets Expectations

○ Exceeds Expectations

# Math Education 5-12/7-12 Assessment

The following criteria are based on the National Council for Teachers of Math (NCTM) Standards.

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Math Education Criteria: Whole Class Activities -- Launch, Teacher Exposition, Whole Class Discussion

**The Mathematics:  The math content is accurate, coherent, and well justified.**

- ○ Does not meet expectations
- ○ Approaching expectations
- ○ Meets expectations
- ○ Exceeds expectations
- ○ ⤷ Not yet observed

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Math Education Criteria: Whole Class Activities -- Launch, Teacher Exposition, Whole Class Discussion

**Cognitive Demand:  Students are supported in grappling with and making sense of mathematical concepts.**

- ○ Does not meet expectations
- ○ Approaching expectations
- ○ Meets expectations
- ○ Exceeds expectations
- ○ ⤷ Not yet observed

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Math Education Criteria: Whole Class Activities -- Launch, Teacher Exposition, Whole Class Discussion

**Access to Mathematical Content:  The teacher candidate supports access to the content of the lesson for all students.**

- ○ Does not meet expectations
- ○ Approaching expectations
- ○ Meets expectations
- ○ Exceeds expectations
- ○ ⤷ Not yet observed

Math Education Criteria: Whole Class Activities -- Launch, Teacher Exposition, Whole Class Discussion
**Agency, Authority, and Identity:  Students are the source of ideas and discussion of them.**

○ Does not meet expectations

○ Approaching expectations

○ Meets expectations

○ Exceeds expectations

○ ↳ Not yet observed

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Math Education Criteria: Whole Class Activities -- Launch, Teacher Exposition, Whole Class Discussion
**Uses of Assessment:  The students' mathematical thinking is surfaced; instruction builds on student ideas.**

○ Does not meet expectations

○ Approaching expectations

○ Meets expectations

○ Exceeds expectations

○ ↳ Not yet observed

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Small Group Work
**The Mathematics:  The math content is accurate, coherent, and well justified.**

○ Does not meet expectations

○ Approaching expectations

○ Meets expectations

○ Exceeds expectations

○ ↳ Not yet observed

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Small Group Work
**Cognitive Demand:  Students are supported in grappling with and making sense of mathematical concepts.**

○ Does not meet expectations

○ Approaching expectations

○ Meets expectations

○ Exceeds expectations

○ ↳ Not yet observed

Small Group Work
**Access to Mathematical Content:  The teacher candidate supports access to the content of the lesson for all students.**

○  Does not meet expectations

○  Approaching expectations

○  Meets expectations

○  Exceeds expectations

○  ↳Not yet observed

---

Small Group Work
**Agency, Authority, and Identity:  Students are the source of ideas and discussion of them.**

○  Does not meet expectations

○  Approaching expectations

○  Meets expectations

○  Exceeds expectations

○  ↳Not yet observed

---

Small Group Work
**Uses of Assessment:  The students' mathematical thinking is surfaced; instruction builds on student ideas.**

○  Does not meet expectations

○  Approaching expectations

○  Meets expectations

○  Exceeds expectations

○  ↳Not yet observed