

SCHOOL OF EDUCATION FIELD EXPERIENCE HANDBOOK



CLAYTON UNIVERSITY
2020-2021





SCHOOL OF EDUCATION
BOWEN HALL
400 MAGNOLIA STREET
ORANGEBURG, SOUTH CAROLINA 29115



Revised June 2020



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LETTER OF INTRODUCTION

Welcome!

Thank you for allowing our students to observe and work in your classroom to during their practicum experience. The School of Education (SOE) collaborates with its K-12 school partners to design, implement, and evaluate field experiences. Students should demonstrate the knowledge, skills, and dispositions necessary to become professional educators who are leaders, reflective decision makers and moral service providers. The Memorandums of Agreements (MOA) are used to formalize the collaboration between Claflin and its K-12 schools. These field experiences are integral components of the teacher education program for the initial preparation of teachers.

Claflin University realizes that the “*world needs visionaries*” who will benefit from observations of *real -life* experiences in your classroom. These observations will assist students in bridging the gap between theory and practice.

Thank you again for partnering with us as we work to develop visionaries in the field of education.

Best wishes,

Ms. Clarissa Graham

Clarissa Graham

Instructor and Coordinator, Clinical Experiences and Community Engagement



MEET THE SCHOOL OF EDUCATION FACULTY & STAFF



DR. ANTHONY A. PITTMAN

Dean, School
of Education



DR. ANTHONY BROUGHTON

Department Chair & Program
Coordinator, Early Child
Program



MS. PRISCILLA FERRETTE
Administrative Assistant to the
Dean



MS. CLARRISA GRAHAM
Coordinator, Clinical
Experiences & Community
Engagement



DR. FRIGGITA JOHNSON
Assistant Professor, Elementary
Education Program



MR. DEMETURIA KELLY
Database Specialist/
Technology Specialist



MEET THE SCHOOL OF EDUCATION FACULTY & STAFF



DR. NAN LI
Associate Professor,
School of Education



DR. MICHIKO MCCLARY
Assessment Coordinator,
School of Education



DR. DELPHIA SMITH
Assistant Professor,
School of Education



DR. DYWANNA SMITH
Advisement Ambassador &
Program Coordinator, Middle-
Level Education



DR. RONALD SPEIGHT
Visiting Associate Professor &
M.Ed. Program Coordinator,
School of Education





FACULTY & STAFF DIRECTORY

Dr. Anthony Pittman, Dean of the School of Education		803-535-5225
Dr. Anthony Broughton, Department Chair/ Early Childhood Program Coordinator/Call Me Mister Coordinator		803-535-5397
Ms. Priscilla Ferrette, Administrative Assistant to the Dean		803-535-5436
Ms. Clarissa Graham, Instructor & Coordinator Clinical Experiences & Community Engagement		803-535-5390
Dr. Friggita Johnson Assistant Professor, School of Education		803-535-5396
Mr. Demeturia Kelly Database Manager/Educational Technologist		803-535-5316
Dr. Nan Li, Associate Professor, School of Education		803-535-5245
Dr. Michiko McClary, Assessment Coordinator, School of Education		803-535-5286
Dr. Delphia Smith, Assistant Professor, School of Education		803-534-5457
Dr. Dywanna Smith, Middle-Level Coordinator/Advisement Ambassador/Assistant Professor		803-535-5289
Dr. Ronald Speight, Visiting Associate Professor/ M.Ed. Coordinator		803-535-5113

TEACHER EDUCATION OVERVIEW



A. TEACHER EDUCATION OVERVIEW

1. Mission

The mission of the teacher education program is to prepare candidates to understand human values, firm grounding in technology and a commitment to teaching, research, and service. The School of Education seeks to foster socially conscious, service-oriented leaders who are advocates for children and education using research, best practices, and ethics to guide professional decision making.

The School of Education supports and fulfills the University's mission to "ensure students receive a liberal arts education designed to produce graduates who understand themselves as well as the historical and social forces that impact the world. Their academic experiences will include an understanding of religious and aesthetic values in a universal context and thorough grounding in their chosen discipline. Their education will incorporate the use of technology and inculcate critical thinking and communication skills to prepare them for leadership and service in a global and technological society."

2. Conceptual Framework

Teacher as Leader

The candidate demonstrates subject-matter content, pedagogical and professional knowledge necessary to ensure that P-12 students learn.

Teacher as Reflective Practitioner

The candidate facilitates learning through the demonstration of effective strategies based on knowledge of content, pedagogy and professional best practices in diverse settings to ensure that P-12 students learn.

Teacher as Moral Service Provider

The candidate demonstrates behaviors that reflect values, commitments, and professional ethics that enhance the learning of P-12 students through a supportive and caring relationship.



3. Field Experiences

The Field Experience Handbook outlines expectations of mentor teachers and students enrolled in courses at Claflin University that require field experiences. The handbook will provide information to teachers specific to each level of field experience.

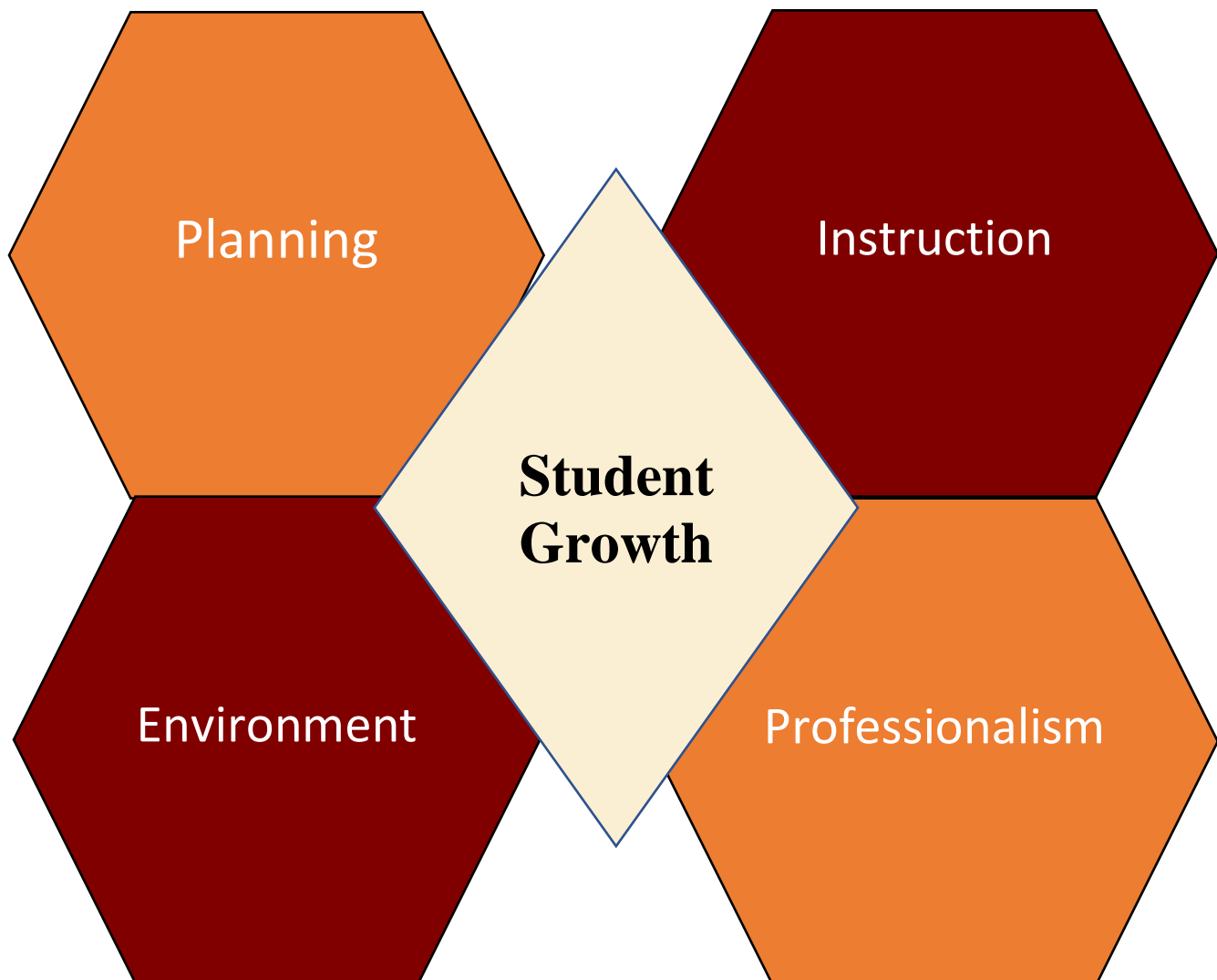
Field Experiences at Claflin are organized into four developmentally sequenced levels: *Beginning Practice*, *Developing Practice*, *Pre-Professional Practice*, and *Professional Clinical Practice*.



EXPANDED ADEPT & SOUTH CAROLINA TEACHING STANDARDS 4.0

COMPLIANCE STATEMENT

The Expanded ADEPT Support and Evaluation System for Classroom-Based Teachers (2018) (Expanded ADEPT) is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth. As a part of the ADEPT assistance process, Educator Preparation Programs must make certain that beginning teachers are knowledgeable about the Expanded ADEPT System. Claflin's School of Education has embedded the Expanded ADEPT System into its introductory and/or methods classes. By focusing on the planning, instruction, environment and professionalism domains, Claflin's School of Education establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice.



To ensure, candidates are extremely knowledgeable of the Expanded ADEPT and SCTS 4.0 domains, the School of Education has embedded its study in the following courses:

School of Education Programs:	The Expanded ADEPT and SCTS 4.0 Courses:
Art Education	EDUC 391: Sophomore Seminar EDUC 323: Instructional Strategies EDUC 450: Professional Clinical Prac
Early Childhood Education	EDUC 391: Sophomore Seminar EDEC 320: Early Childhood Curriculum EDUC 323: Instructional Strategies EDEC 440: Methods and Materials EDUC 450: Professional Clinical Prac.
Elementary Education	EDUC 391: Sophomore Seminar EDUC 323: Instructional Strategies EDUC 327: Elementary Curriculum & Pedagogy EDUC 421: Teaching Language Arts EDUC 450: Professional Clinical Prac.
English Education	EDUC 391: Sophomore Seminar EDUC 323: Instructional Strategies EDUC 450: Professional Clinical Prac.
Mathematics Education	EDUC 391: Sophomore Seminar EDUC 323: Instructional Strategies EDUC 450: Professional Clinical Prac.
Middle-Level Education	EDUC 391: Sophomore Seminar EDUC 205: Teaching in the Middle Years EDUC 323: Instructional Strategies EDUC 330: ML Curriculum & Pedagogy EDUC 450: Professional Clinical Prac.
Music Education	EDUC 391: Sophomore Seminar EDUC 323: Instructional Strategies EDUC 450: Professional Clinical Prac.

FIELD EXPERIENCE OVERVIEW



A. Field Experience Overview

All teacher education majors are required to complete a minimum of 100 hours of field experience prior to the Professional Clinical Practice (student teaching). The field and clinical experiences consist of a reciprocal partnership and collaboration amongst the Claflin University Field and Clinical Practice Director, the SOE Faculty, partnering schools, principal/principal designee, mentor teachers, and school staff. Collectively, each member of this team supports our candidates in developing the knowledge, skills, and professional dispositions necessary to promote the development and learning of South Carolina students.

Level I - Beginning Practitioner (20 hours)

Observe, identify, record, and reflect on teaching and learning related to PreK-12 situations.

The prospective candidate will:

1. Observe the behavior of students and teachers in classroom settings.
2. Explore the work of schools and the communities they serve.
3. Examine common practices regarding diverse populations: inclusion, social inequality, and student differences)
4. Demonstrate positive interpersonal relationships.
5. Demonstrate appropriate professional behavior.
6. Become acquainted with career options available to professional educators.
7. Utilize self-assessment and actively seek opportunities to grow professionally (conferences, workshops, etc.).

Level II - Developing Practitioner (40 hours)

Demonstrate and apply knowledge by assisting teachers with individual and small groups of P-12 learners.

The prospective candidate will:

1. Demonstrate competence in tutoring.
2. Apply a variety of instructional strategies to develop P-12 students' critical thinking, problem solving, and performance skills.
3. Complete instructional and related activities assigned by the mentor teacher.
4. Practice effective verbal, nonverbal and media communication techniques.
5. Utilize self-assessment and actively seek opportunities to grow professionally.
6. Engage diverse students, families, and communities as a part of the learning process.

Level III - Developing Pre-Professional Practitioner (40-60 hours)

Demonstrate and apply knowledge by working with large groups of P-12 learners;

The prospective candidate will:

1. Develop a long-range plan of instruction.
2. Formulate objectives to achieve specified learning outcomes.
3. Design and implement instruction to meet the needs of diverse students.
4. Design appropriate assessment measures for students based upon defined objectives.
5. Plan and teach mini-lessons to P-12 students.
6. Interpret assessment results and use the results to plan effective instruction.
7. Utilize technology as a part of the instructional process.
8. Demonstrate duties associated with classroom management.
9. Encourage self-discipline in students and enhance the learning environment.

10. Demonstrate competence in working with large groups and classes.
11. Foster relationships with school colleagues, parents, and educational partners to support student learning and well-being.
12. Utilize self-assessment and actively seek opportunities to grow professionally.

B. Roles and Responsibilities of Field Experience Personnel

Claflin University's Field and Clinical Practice Director, SOE Faculty and mentor teachers are collaboratively responsible for students during field experience. In addition, the persons below are responsible for the following:

- Complete and submit FE application by the due date (first week of class).
- Return completed FE application to course professor.
- Complete the specified period of observation hours.
- Read *Field Experience Handbook*.
- Provide emergency contact(s) information.
- Secure transportation to and from the assigned school.
- Present (1) Mentor Teacher Letter, (2) Time Sheet, and (3) FE Evaluation Form (samples) to mentor teacher on the first day of FE activity.
- Sign in/out the front office upon entering/ leaving the building.
- Be on time or early.
- Dress and act in a professional manner.
- Maintain the confidentiality of the school and students.
- Abide by the school rules-no cell phones, food, beverages, etc.
- Share the purpose and goals of field experience.
- Collaborate with mentor teacher when completing assignments.
- Contact the school office/ mentor teacher if you miss a day that you were scheduled to be at the school.

Mentor Teacher Responsibilities

- Model professionalism.
- Model good instructional and management techniques.
- Allow students to observe your classroom and provide feedback when necessary.
- Engage in instructional conversations.
- Share your expertise and knowledge.
- Work cooperatively with the university instructor and clinical faculty to ensure an understanding of the required assignments during field experience.
- Complete and sign the evaluation form and time sheet.
- Return completed evaluation forms to the CU Field Experience notebook in the main office.

University Professor/Instructor Responsibilities

- Distribute field experience applications to students
- Return completed FE applications to the OPFCE by the due date.
- Ensure that students are enrolled in the appropriate courses.
- Model professionalism.
- Provide structured assignments based on appropriate leveled expectations.
- Prepare a description of the assignment based on the FE level and include it in the mentor

teacher's packet.

- Monitor students' progress and performance during the FE experience.
- Evaluate student's performance based on learning goals and assignments.

Field Experience Specialist and Director Responsibilities

- Contact schools to arrange placements and the name of FE contact person(s).
- Provide the name of the assigned school and mentor teacher information to student and faculty.
- Provide overview of the FE program to the school's FE contact person.
- Develop structured assignments based on appropriate leveled expectations.
- Provide all necessary forms and materials (Time Sheets, FE Evaluation, Mentor Handbook) to the schools.
- Provide professional development on field experience expectations to students, mentor teachers, and SOE faculty.
- Place FE notebook in each school's main office for students to check –in and out.
- Record/ Maintain number of hours obtained by students each semester.
- Serve as the liaison between the schools and the university.
- Provide updates to SOE faculty on field experience hours.
- After FE is completed collect and maintain documentation of students' FE hours (Live Text) (end of semester).
- Conduct formative and summative evaluations of the overall program.

C. For Your Information: Field Experience Students

1. Must complete all field experience requirements to pass the course.
2. Students enrolled in multiple courses with field experience will be required to complete the total number of hours for **each field experience course**.
3. Students enrolled in Level III classes with field experience requirements must be formally admitted to the teacher education program.
4. Students enrolled in Level III courses are ***required to video a mini-lesson*** with students in the classroom. (Under the mentor teacher's supervision)

D. Field Experiences Guidelines

Pre-service students represent Claflin University during field experiences. Therefore, it is necessary that all individuals adhere to the following guidelines regarding work with public schools and other professional organizations as a part of field experience and professional clinical practice.

1. Arrive on time at your observation site for the day you have been assigned.
2. Report to the main office of your assignment and sign in and out each time.
3. Be courteous and provide contact information to the mentor teacher.
4. Observation at the school site will take place between the hours of 8:00 am and 2:30 pm. (FYI- some schools dismiss early on the 4th Tuesdays).
5. Dress appropriately for the work that you will be doing (Refer to the University's Dress Code Policy). Follow the rules and policies of the school district.
6. Fraternizing with students at the school is forbidden (Communication with the students should be guided by the mentor teacher).
7. The mentor teacher is responsible and liable for the students in the class. CU students are not responsible or liable for the class and should follow the lead of the teacher of record.

8. CU students may not serve as substitute teachers in classrooms where they are completing their field experience.
9. Cell phones are not allowed in the classrooms. Have all calls forwarded to the front office during the times you are at the school.
10. Students should remember that they are guests of the school and should always conduct themselves as such.

F. Courses Requiring Field Experience

The courses that require field experiences as a part of the course requirements are listed below with the required number of hours.

GENERAL EDUCATION COURSES

EDUC 104-Introduction to Education- 20 hours

EDUC 203- Human Growth and Development- 20 hours

EDUC 230- Working with Diverse Learners-20 hours

EDUC 304 Foundations in Reading and Writing- 10 hours

EDUC 306 Reading and Writing in the Content Area – 10 hours

EDUC 317 Introduction to Exceptional Children- 10 hours

EDUC 323- Instructional Strategies- 10 hours

EDUC 328: The Teaching of Reading- 10 hours

EARLY CHILDHOOD MAJORS

EDEC 204: Child Growth and Development- 20 hours

EDEC 320- Early Childhood Curriculum-10 hours

EDEC 431- Language and Literacy in Early Childhood- 10 hours

EDEC 440: Teaching Mathematics, Science and Social Studies to Young Children-10 hours

ELEMENTARY EDUCATION MAJORS METHODS

EDUC 327: Elementary School Curriculum and Assessment -10 hours

EDUC 421 Teaching Language Arts to Elementary Children- 10 hours

EDUC 422 Teaching Mathematics to Elementary Children-10 hours

EDUC 423 Teaching Science to Elementary Children-10 hours

EDUC 424 Teaching Social Studies to Elementary Children-10 hours

MIDDLE LEVEL EDUCATION MAJORS METHODS

EDUC 330 Middle Level Curriculum and Assessment -10 hours

EDUC 432 Teaching English Language Arts in Middle/Secondary Schools- 10hours

EDUC 433 Teaching Mathematics in Middle/Secondary Schools- 10 hour

EDUC 434: Teaching Science in Middle/Secondary Schools– 10 hours

EDUC 435: Teaching Social Studies in Middle/Secondary Schools– 10 hours

G. Dress Code

All public/private schools have an established dress code policy that their teachers and students must follow. The School of Education also has a dress code policy for students participating in field and clinical experiences. Students should become familiar with this policy prior to the first day of their field or clinical experience. Claflin students are expected to adhere to the School of Education's standard for dress. Students may be asked by their mentor teacher, school principal or administrator, university supervisor, or field and clinical experience director to change their attire if they are dressed inappropriately for their teaching content.

The purpose of the School of Education's dress code is to establish a clear standard for professional dress and to set the tone for the commitment to teaching. Dressing for success allows students/teacher candidates to gain the respect needed to set a positive example for the students in the classroom. It is important to remember that many children are very good at modeling the behavior they observe in adults. Therefore, students/teacher candidates should have an appropriate, well-groomed appearance. Inappropriate or exceptional dress or grooming can distract pupils and teachers thus taking away the students' ability to learn or the teacher's ability to teach successfully.

Following the established dress code policy will help students/teacher candidates obtain the respect and credibility necessary from students and parents. Respect in the classroom begins with their appearance and they should strive to be a positive role model for each student. Establishing oneself as an authority figure by following the dress code policy will help instill a sense of integrity with each student.

The School of Education's standard for dress and personal appearance encourages that all students/teacher candidates:

- **Wear casual professional attire.** Casual professional means wearing nice, neat clean clothing that is not ragged, ripped or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops or sneakers).
- **Students are not allowed to wear the following:**
 - Sleeveless shirts or shirts that expose the bare midriff including, exposure when lifting one's arm (e.g., reaching to write on the board);
 - T-shirts or jeans (except for special events or days that the school recognizes, i.e., school spirit day);
 - Pants that expose undergarments including when one bends or sits;
 - Shirts with spaghetti straps or that are strapless, low cut or sheer;
 - Shorts (except for Health/PE TAS during their P.E. teaching);

- Extremely short skirts (should fall no higher than the knee);
- Excessive jewelry (e.g., chains, rings);

▪ **Inappropriate or distracting grooming includes:**

- Ear piercing is acceptable, but students should use judgment regarding excessive piercings.
- Tattoos - wear garments that will cover tattoos;

Recommended attire may include:

- Business shirt with tie (Dress shirts should always be tucked.)
- Dress slacks with belt
- Sport coat for meetings and teacher/ parent conferences
- Cologne should be used sparingly
- Dresses and skirts
- Nice slacks
- Subtle make-up

STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years,
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case,
- public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation

43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

APPENDIX





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School of Education
Claffin University
Orangeburg, SC

ASSESSMENT OF FIELD EXPERIENCE
LEVEL I – Beginning Practitioner

The objective of the Beginning Practitioner is to observe, identify, record, and reflect on teaching and learning related to P-12 learner experiences.

Directions: Please assign a rating, based on your observation of the candidate, to each of the items below using the following scale: (4) Target; (3) Acceptable; (2) Developing or (1) Unacceptable. See Field Experience Evaluation Rubric below for explanation of ratings.

Name _____ Course No. & Title _____
Professor's Name _____ School _____
Mentor Teacher's Name _____ Grade/Subject _____

Teacher as Leader	Rating
1. Asks questions about the school and community.	
2. Seeks information pertaining to inclusion, social inequality, and student differences.	
3. Demonstrates knowledge of subject	
Teacher as Reflective Practitioner	
4. Performs duties such as making copies, correcting papers, and making instructional materials.	
5. Becomes involved with student learning through activities such as reading stories and leading games.	
Teacher as Moral Service Provider	
6. Shows interest in all students.	
7. Demonstrates positive interpersonal skills.	
8. Demonstrates appropriate professional behavior.	
Total Points Earned	

Comments:

Mentor Teacher's Signature

Date



School of Education

Claffin University
Orangeburg, SC

Definition of Rubric Performance Levels: Level I

Level 1 – The Unacceptable Candidate. Level 1 implies an *Unacceptable* level of candidate performance characteristics, a level in which the candidate has not met the component's expectations. The performance indicates that the competencies have not been met.

Level 2 – The Developing Candidate. Level 2 implies a level of *Developing* performance, a level in which the candidate provides minimal evidence for demonstrating the performance characteristics necessary to meet the component's expectations. The candidate demonstrates a limited understanding of the competencies.

Level 3 – The Acceptable Candidate. Level 3 implies a level of *Acceptable* performance in which the candidate demonstrates proficiency in meeting the component's expectations at a satisfactory level. The candidate understands and displays the important competencies.

Level 4 – The Target Candidate. Level 4 implies a *Target* level of performance in which the candidate demonstrates performance characteristics that represent exemplary fulfillment of the component's expectations. The performance clearly indicates that the competencies have been mastered/Deep learning is evident.

FIELD EXPERIENCE EVALUATION RUBRIC

Teacher as Leader			
Target-4	Acceptable-3	Developing-2	Unacceptable-1
Student asks questions pertaining to school, community, social justice, and inclusion and student differences.	Student asks questions pertaining to school, community, inclusion and student differences.	Student asks questions pertaining to school, community, and student differences.	Student fails to ask questions pertaining to school, community, social justice, and inclusion and student differences.
Student effectively communicates over broad audiences.	Student communicates over broad audiences.	Student does not communicate over broad audiences.	Student does not communicate.
Teacher as Reflective Practitioner			
Student uses a variety of appropriate instructional	Student uses appropriate instructional practices	Student uses a limited number of instructional	Student does not provide support for student learning.

practices to support student learning.	to support student learning.	practices to support student learning.	
Student demonstrates initiative in performing clerical duties.	Student performs clerical duties when directed by teacher.	Student performs some clerical duties.	Student does not perform clerical duties.
Student demonstrates initiative in preparing instructional materials.	Student prepares instructional materials when directed by teacher.	Student prepares Some instructional materials.	Student does not assist in preparing instructional materials.
Teacher as Moral Service Provider			
Student consistently demonstrates respect for teachers and students	Student demonstrates respect for teachers and students.	Student demonstrates respect for teachers.	Student is not respectful.
Student always demonstrates positive interpersonal skills towards teachers and students.	Student frequently displays positive interpersonal skills towards teachers and students.	Student sometimes demonstrates positive interpersonal skills towards teachers and students.	Student fails to demonstrate positive interpersonal skills towards teachers and students.
Student always demonstrates appropriate professional dispositions (i.e. punctual, proper grammar, proper attire, etc.)	Student frequently demonstrates professional dispositions (i.e. punctual, proper grammar, proper attire, etc.)	Student sometimes demonstrates professional dispositions (i.e. punctual, proper grammar, proper attire, etc.)	Student does not demonstrate Appropriate professional dispositions (i.e. punctual, proper grammar, proper attire, etc.)



School of Education
Clafflin University
Orangeburg, SC

ASSESSMENT OF FIELD EXPERIENCES
Level II – Developing Practitioner

The objective of the Developing Practitioner is to evaluate the degree to which the candidate demonstrates and applies knowledge by assisting teachers with individual and small groups of P-12 learners.

Directions: Please assign a rating, based on your observation of the candidate, to each of the items below using the following scale: (4) Target; (3) Acceptable; (2) Developing or (1) Unacceptable. See the Field Experience Rubric below for explanations of ratings.

Name _____ Course No. & Title _____
Professor's Name _____ School _____
Mentor Teacher's Name _____ Grade/Subject _____

Teacher as Leader	Ratings
1. Identifies developmentally appropriate teaching/learning materials	
2. Practices effective verbal, nonverbal, and media communication techniques	
3. Uses content appropriate to developmental levels of learners	
Teacher as Reflective Practitioner	
4. Demonstrates competency in tutoring individual students and working with small groups.	
5. Applies a variety of instructional strategies to the development of students' critical thinking, problem solving, and performance skills.	
6. Identifies the connection between classroom instruction, students, families, and communities as a part of the learning process.	
Teacher as Moral Service Provider	
7. Accepts leadership responsibilities assigned by the mentor teacher.	
8. Asks relevant questions designed to improve their professional development.	
9. Seeks opportunities to grow professionally in the field of education.	

Comments:

Mentor Teacher's Signature

Date



School of Education
Claffin University
Orangeburg, SC

Definition of Rubric Performance Levels: Level II

Level 1 – The Unacceptable Candidate. Level 1 implies an *Unacceptable* level of candidate performance characteristics, a level in which the candidate has not met the component's expectations. The performance indicates that the competencies have not been met.

Level 2 – The Developing Candidate. Level 2 implies a level of *Developing* performance, a level in which the candidate provides minimal evidence for demonstrating the performance characteristics necessary to meet the component's expectations. The candidate demonstrates a limited understanding of the competencies.

Level 3 – The Acceptable Candidate. Level 3 implies a level of *Acceptable* performance in which the candidate demonstrates proficiency in meeting the component's expectations at a satisfactory level. The candidate understands and displays the important competencies.

Level 4 – The Target Candidate. Level 4 implies a *Target* level of performance in which the candidate demonstrates performance characteristics that represent exemplary fulfillment of the component's expectations. The performance clearly indicates that the competencies have been mastered/Deep learning is evident

FIELD EXPERIENCE EVALUATION RUBRIC

Teacher as Leader			
Target	Acceptable	Developing	Unacceptable
Student identifies developmentally appropriate teaching materials/resources. Student practices effective verbal, nonverbal, communication techniques. Student uses appropriate content, instructional goals to develop a plan for individual instruction.	Student identifies developmentally appropriate materials. Student practices effective verbal, nonverbal, communication techniques. Student uses appropriate content, instructional goals to develop a plan for instruction.	Student identifies developmentally appropriate materials. Student fails to practice effective verbal, nonverbal, communication techniques. Student uses content/ instructional goals to develop a plan.	Student does not identify developmentally appropriate materials. Student does not practice communication techniques. Student does not use appropriate content to develop a plan.

Teacher as Reflective Practitioner			
<p>Student demonstrates competency in working with small groups/individuals.</p> <p>Student uses a variety of instructional strategies where the development of students' critical thinking, problem solving /performance skills are valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Students • Families • Communities 	<p>Student demonstrates competency in working with small groups.</p> <p>Student often uses instructional strategies where the development of students' critical thinking / performance skills is valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Students • Families 	<p>Student demonstrates competency in tutoring individual students.</p> <p>Student sometimes uses instructional strategies where the development of student's critical thinking is valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Family 	<p>Student does not work with small groups.</p> <p>Student rarely uses instructional strategies where students' critical thinking is valued</p> <p>Student does not identify the connection classroom instruction has on</p> <ul style="list-style-type: none"> • Community
Teacher as Moral Service Provider			
<p>Student actively accepts leadership responsibilities</p> <ul style="list-style-type: none"> • completes activities assigned by the mentor teacher <p>Student asks a variety of high-quality questions that are purposeful.</p> <ul style="list-style-type: none"> • knowledge • comprehension • application • analysis <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • enhancing content knowledge • selecting specific activities • being prompt • being prepared 	<p>Student accepts leadership responsibilities</p> <ul style="list-style-type: none"> • completes assigned activities <p>Student asks a variety of high-quality questions</p> <ul style="list-style-type: none"> • knowledge • comprehension • application <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • enhancing content knowledge • being prompt • being prepared 	<p>Student accepts some leadership responsibilities</p> <p>Student asks varied questions that are not high quality</p> <ul style="list-style-type: none"> • knowledge <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • being prompt • being prepared 	<p>Student does not accept leadership responsibilities.</p> <p>Student asks questions that are inconsistent in quality.</p> <p>Student does not work on a plan to grow professionally.</p>



School of Education
Clafflin University
Orangeburg, SC
ASSESSMENT OF FIELD EXPERIENCES

Level III– Developing the Pre-Professional Practitioner

The objective of Developing the Pre-Professional Practitioner is to assess the degree to which the candidate demonstrates and applies knowledge when working with small and large groups of P-12 learners. Candidate plans and teaches lessons as a part of this experience.

Directions: Please assign a rating, based on your observation of the candidate, to each of the items below using the following scale: (4) Target; (3) Acceptable; (2) Developing or (1) Unacceptable. See Field Experience Evaluation Rubric below for explanations of ratings.

Name _____ Course No. & Title _____ Professor's Name _____ School _____ Mentor Teacher's Name _____ Grade/Subject _____

Components	1.0 - Teacher as Leader	Rating
1.1	Demonstrates appropriate content knowledge.	
1.2	Utilizes technology effectively.	
1.3	Practices effective verbal, nonverbal, and media communication techniques	
1.4	Initiates and utilizes critical thinking skills during problem solving	
1.5	Accommodates the needs of diverse learners	
	2.0 - Teacher as Reflective Practitioner	
2.1	Aligns lesson plans with local, state, and national competences in the school curriculum.	
2.2	Formulates objectives to achieve specified learning outcomes.	
2.3	Performs duties associated with classroom management and enhancement of the learning environment by fostering active engagement, motivation and positive social interaction.	
2.4	Designs appropriate assessment measures based upon defined objectives.	
2.5	Interprets assessment results for student progress and instructional improvement.	
	3.0 - Teacher as Moral Service Provider	
3.1	Fosters relationships with school colleagues, parents, and educational partners to support student learning and well-being.	
3.2	Demonstrates appropriate professional behavior	
3.3	Utilizes self-assessment and actively seeks opportunities to grow professionally.	
	Overall Rating	

Comments:

Mentor Teacher's Signature _____

Date _____



School of Education
Claffin University
Orangeburg, SC

Definition of Rubric Performance Levels: Level III

Level 1 – The Unacceptable Candidate. Level 1 implies an *Unacceptable* level of candidate performance characteristics, a level in which the candidate has not met the component’s expectations. The performance indicates that the competencies have not been met.

Level 2 – The Developing Candidate. Level 2 implies a level of *Developing* performance, a level in which the candidate provides minimal evidence for demonstrating the performance characteristics necessary to meet the component’s expectations. The candidate demonstrates a limited understanding of the competencies.

Level 3 – The Acceptable Candidate. Level 3 implies a level of *Acceptable* performance in which the candidate demonstrates proficiency in meeting the component’s expectations at a satisfactory level. The candidate understands and displays the important competencies.

Level 4 – The Target Candidate. Level 4 implies a Target level of performance in which the candidate demonstrates performance characteristics that represent exemplary fulfillment of the component’s expectations. The performance clearly indicates that the competencies have been mastered/Deep learning is evident.

FIELD EXPERIENCE EVALUATION RUBRIC

Teacher as Leader			
Target	Acceptable	Developing	Unacceptable
Student identifies developmentally appropriate teaching materials/resources. Student practices effective verbal, nonverbal, communication techniques. Student uses appropriate content, instructional goals to develop a plan for individual instruction.	Student identifies developmentally appropriate materials. Student practices effective verbal, nonverbal, communication techniques. Student uses appropriate content, instructional goals to develop a plan for instruction.	Student identifies developmentally appropriate materials. Student fails to practice effective verbal, nonverbal, communication techniques. Student uses content/instructional goals to develop a plan.	Student does not identify developmentally appropriate materials. Student does not practice communication techniques. Student does not use appropriate content to develop a plan.
Teacher as Reflective Practitioner			

<p>Student demonstrates competency in working with small groups/individuals.</p> <p>Student uses a variety of instructional strategies where the development of students' critical thinking, problem solving /performance skills are valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Students • Families • Communities 	<p>Student demonstrates competency in working with small groups.</p> <p>Student often uses instructional strategies where the development of students' critical thinking / performance skills are valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Students • Families 	<p>Student demonstrates competency in tutoring individual students.</p> <p>Student sometimes uses instructional strategies where the development of student's critical thinking is valued.</p> <p>Student identifies the connection between classroom instruction</p> <ul style="list-style-type: none"> • Family 	<p>Student does not work with small groups.</p> <p>Student rarely uses instructional strategies where students' critical thinking is valued.</p> <p>Student does not identify the connection classroom instruction has on</p> <ul style="list-style-type: none"> • Community
Teacher as Moral Service Provider			
<p>Student actively accepts leadership responsibilities</p> <ul style="list-style-type: none"> • completes activities assigned by the mentor teacher <p>Student asks a variety of high-quality questions that are purposeful.</p> <ul style="list-style-type: none"> • knowledge • comprehension • application • analysis <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • enhancing content knowledge • selecting specific activities • being prompt • being prepared 	<p>Student accepts leadership responsibilities</p> <ul style="list-style-type: none"> • completes assigned activities <p>Student asks a variety of high-quality questions</p> <ul style="list-style-type: none"> • knowledge • comprehension • application <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • enhancing content knowledge • being prompt • being prepared 	<p>Student accepts some leadership responsibilities</p> <p>Student asks varied questions that are not high quality</p> <ul style="list-style-type: none"> • knowledge <p>Student works on a plan to grow professionally by</p> <ul style="list-style-type: none"> • being prompt • being prepared 	<p>Student does not accept leadership responsibilities.</p> <p>Student asks questions that are inconsistent in quality.</p> <p>Student does not work on a plan to grow professionally.</p>



Claflin University - School of Education
Reflective Lesson Plan Rubric
SC Teaching Standards 4.0 Rubric and Evidence Form

Teacher Candidate: _____	Supervising/Coaching Teacher: _____
Content Area: _____	Grade Level: _____
Lesson: _____	Date: _____
Formative Assessment: _____	Summative Assessment: _____
Total Score: _____	

	Standard(s)	Component(s)
NAEYC	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a 5b, 5c	Promoting Child Development and Learning; Building Family and Community Relationships, Observing, Documenting, and Assessing to Support Young Children and Families, Using Developmentally Effective Approaches, and Using Content Knowledge to Build Meaningful Curriculum
EEPAS	1.0, 2.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1	Development, Learning and Motivation, Curriculum, Instruction, Assessment, and Professionalism
AMLE	1a, 1b, 1c, 1d; 2a 2b, 2c; 3b; 4a, 4b, 4c, 4d	Young Adolescent Development; Middle Level Curriculum; Middle Level Philosophy and School Organization; Middle Level Instruction and Assessment
InTASC	1, 2, 3, 4, 5, 6, 7, 8, 10	Learner Development, Learner Differences, Learner Environment, Content Knowledge, Content Application, Assessment, Planning for Instruction, Instructional Strategies

Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective. 	
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Motivating Students	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort. 	
Presenting Instructional Content	Presentation of content always includes:	Presentation of content most of the time includes:	Presentation of content sometimes includes:	Presentation of content rarely includes:	

	<ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. Explicit examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information no irrelevant, confusing, or non-essential information. 	<ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end and reflection. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions. 	
Activities and Materials	Activities and materials include all of the following: <ul style="list-style-type: none"> support the lesson objectives. challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. relevant to students' lives. 	Activities and materials include most of the following: <ul style="list-style-type: none"> support the lesson objectives. challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. relevant to students' lives. 	Activities and materials include some of the following: <ul style="list-style-type: none"> support the lesson objectives. challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. relevant to students' lives. 	Activities and materials include few of the following: <ul style="list-style-type: none"> support the lesson objectives. challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. relevant to students' lives. 	

	<ul style="list-style-type: none"> • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring. 	<ul style="list-style-type: none"> • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<ul style="list-style-type: none"> • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<ul style="list-style-type: none"> • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.). 	
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Questioning	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students. 	

	<ul style="list-style-type: none"> inquiry and self-directed learning. 				
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is consistently used to monitor and adjust instruction. Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is often given during guided practice and homework review. The teacher circulates regularly during instructional activities to support engagement, and monitor student work. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction. 	
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometime enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities, and group work expectations. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. 	

	<ul style="list-style-type: none"> All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson. 	
Instruction					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.² The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way. 	
Teacher Knowledge of Students	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content. 	

Instruction

Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Thinking	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where students analyze, compare and contrast, and evaluate and explain information.4 • practical thinking where students use, apply, and implement what they learn in real-life scenarios.5 • creative thinking where students create, design, imagine and suppose.6 • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.7 <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. 	

Instruction

Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Problem Solving	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization 	

	<ul style="list-style-type: none"> • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	
Planning					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Instructional Plans	Instructional plans include: <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards. • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of all learners. • evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> • goals aligned to state content standards. • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> • some goals aligned to state content standards. • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are sometimes aligned to state standards. ○ are sometimes sequenced from basic to complex. ○ Sometimes build on prior student knowledge. ○ Sometimes provide appropriate time for student work, and lesson and unit closure. • Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> • few goals aligned to state content standards. • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge ○ inconsistently provide time for student work, and lesson and unit closure • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. • little evidence that the plan provides some opportunities to accommodate individual student needs. 	
Student Work	Assignments require students to: <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or 	Assignments require students to: <ul style="list-style-type: none"> • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning 	Assignments require students to: <ul style="list-style-type: none"> • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences. 	

	situations significant in their daily lives both inside and outside of school.			
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Planning					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are consistently aligned with state content standards. have clear appropriate measurement criteria. measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test). require extended written tasks. are portfolio-based with clear illustrations of student progress toward state content standards. include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards. have clear measurement criteria. measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test). require written tasks. include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are sometimes aligned with state content standards. have measurement criteria. measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test). require limited written tasks. include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards. have ambiguous measurement criteria. measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test). include performance checks, although the purpose of these checks is not clear. 	

Environment					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. 	

	<ul style="list-style-type: none"> Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Students complete their work according to teacher expectations. 		<ul style="list-style-type: none"> Students demonstrate little or no pride in the quality of their work. 	
Environment					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Managing Student Behavior I	<ul style="list-style-type: none"> Students are consistently well-behaved, and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved, and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction. 	
Environment					
Description of Qualifying Measures	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning	Moving Toward Student Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	Evidence and Score
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)	
Environment	The classroom	The classroom	The classroom <ul style="list-style-type: none"> welcomes some members and guests. 	The classroom	

	<ul style="list-style-type: none"> welcomes all members and guests is organized and understandable to all students and encourages student collaboration. supplies, equipment, and resources are easily and readily accessible for all students. displays student work that frequently changes. is consistently arranged to promote individual and group learning. 	<ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible for most students. displays student work. is arranged to promote individual and group learning. 	<ul style="list-style-type: none"> is organized and understandable to some students. supplies, equipment, and resources are accessible. Displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning. 	
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly but may reflect occasional inconsistencies. Students exhibit respect for the teacher and are often polite to each other. Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students. 	

Professionalism

	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Emerging 1
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely

Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely



School of Education
Clafin University
Orangeburg, SC

FIELD EXPERIENCES – LEVEL III
VIDEOTAPING CONSENT FORM VERIFICATION

This certifies that all students included in this videotaping, a requirement for the completion of Level III courses, have a signed parental consent form granting permission for their child to participate in videotaping for the purpose of illustrating demonstration lessons.

Student: _____

Course Number& Name: _____

Mentor Teacher: _____

School: _____ Grade: _____

Date: _____



School of Education
Clayton University
Orangeburg, SC

Field Experience Professionalism Agreement

1. I understand that during my field experiences I am a guest in the classroom, as well as a representative of Clayton University. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective educational professional.
2. I agree to maintain professional, legal, and ethical conduct always. I agree to protect the confidentiality of the classroom, of the children, and of the teachers. I will not leave school grounds with students and will not share personal social media information, contact information with students. I will not use my cell phone/device without mentor teacher's consent. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my host teacher.
3. I have read and agree to the procedures and expectations as outlined in the Field Experiences Handbook.
4. I understand that failure to comply with this agreement and policies in the handbook may result in the termination of my field placement & failure of the course.

Student Name_____ Date::_____

Signature::_____ Semester:_____

Course Instructor:_____ Course Number:_____



School of Education
Clayton University
Orangeburg, SC

Time Sheet

Student's Name:	Major:			
Semester:	Mentor Teacher:			
School:	Grade/Subject:			
Field Experience Level				

Date	Time-In	Time-Out	Mentor Teacher's Signature	Hours
			Total Hours	
Student's Signature:			Date:	
Mentor Teacher's Signature			Date:	



**School of Education
Bowen Hall
400 Magnolia Street
Orangeburg, South Carolina 29115**