



The Teacher Candidate in the Clinical Experience
Protocols and Forms

Spring Semester 2015



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Using Missouri’s Educator Evaluation System to Assess the Performance of Teacher Candidates during the Clinical Experience

Introduction

Missouri’s Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical.

Teacher candidates are an essential part of Missouri’s Professional Continuum. As noted below, teacher candidates are in the preparation process to enter the profession. In the Clinical Experience, teacher candidates are afforded the opportunity to put preparation into practice.

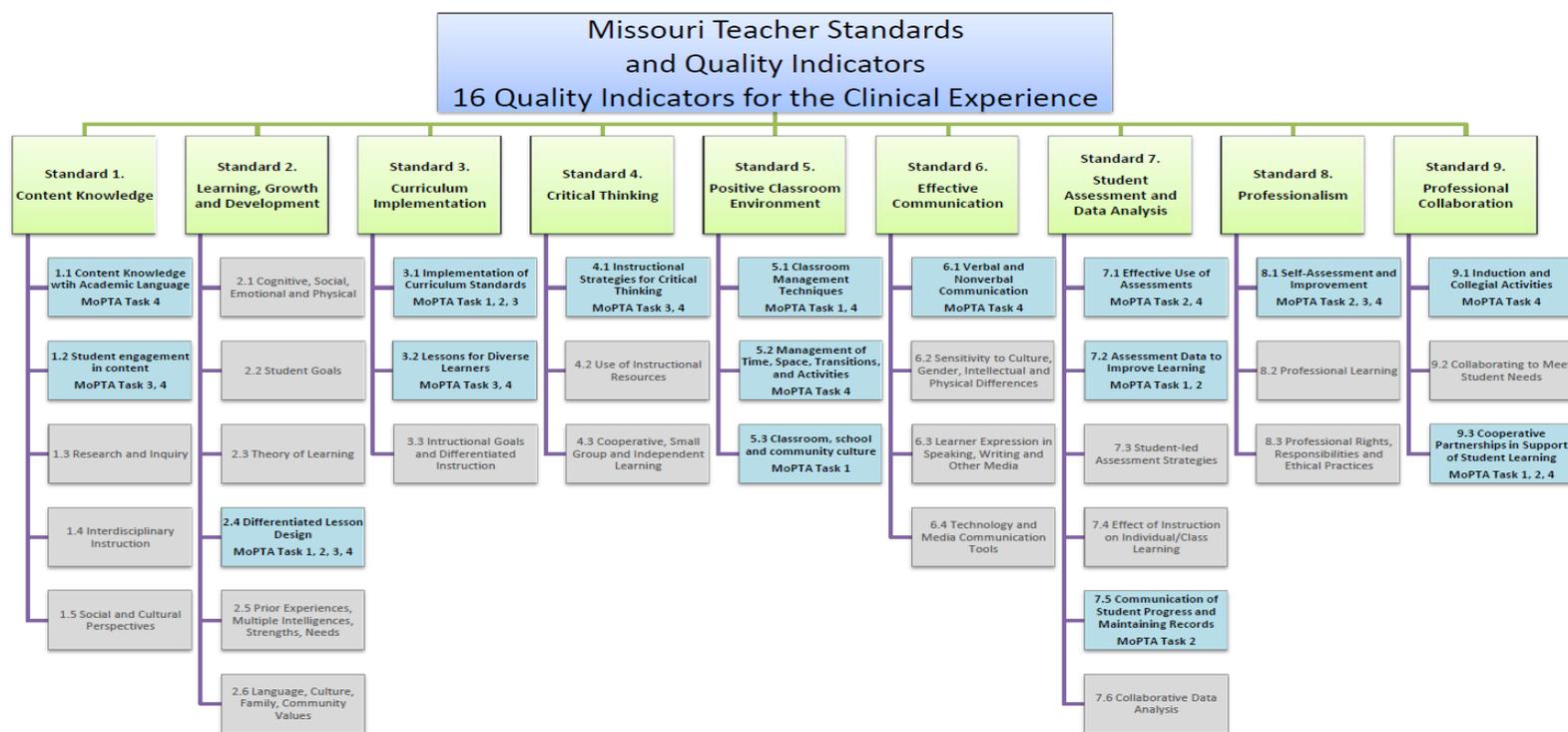
The Professional Continuum of the Teacher

<p>Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p>Emerging Teacher: This level describes the performance expected of an emerging teacher as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in a classroom of their own.</p>	<p>Developing Teacher: This level describes the performance expected of a teacher early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</p>	<p>Proficient Teacher: This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as a leader in the school, district, and the profession.</p>
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As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), teacher candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation System. The following provides an introduction to the forms and a description of their use.

Standards and Quality Indicators Webmap

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, sixteen of the thirty-six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.



While all thirty-six Quality Indicators are important and addressed throughout the preparation process, these sixteen in particular are an indication of the readiness of a teacher candidate for his/her first year of teaching. The teacher candidate is assessed on each of these indicators by the University Supervisor and the Cooperating Teacher. The Building Administrator provides feedback on four of these sixteen Quality Indicators. The forms included in this process are explained to provide further detail on how this assessment occurs.

Teacher Candidate Performance Rubric

A rubric has been provided for each of the sixteen Quality Indicators. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience and as reflected in the transition of a teacher candidate into an emerging teacher. The first row of the rubric articulates the particular performance represented in the Quality Indicator. This articulation occurs across an entire continuum that includes: Teacher Candidate, Emerging Teacher, Developing Teacher, Proficient Teacher and Distinguished Teacher. The rubric contains the first

three levels of that continuum. The Clinical Experience provides teacher candidates the opportunity to begin to demonstrate performance at the Emerging or higher levels.

Rubric for the Teacher Candidate during the Clinical Experience

Standard 1: Content knowledge aligned with appropriate instruction.

1.1 Content knowledge and academic language			
<p>1C1) The teacher candidate demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.</p> <p><i>Evidence</i> Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas</p> <p><i>Possible Observable Data</i> -Demonstrates a general awareness of appropriate content -Designs lessons that align learning objectives to the Missouri Learning Standards -Can identify essential academic language relative to appropriate content</p> <p>Notes:</p>	<p>1E1) The emerging teacher knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.</p> <p><i>Evidence of Commitment</i> Is well prepared to guide students to a deeper understanding of content <i>Evidence of Practice</i> Instruction reflects accuracy of content knowledge <i>Evidence of Impact</i> Students are generally familiar with academic language</p> <p><i>Possible Observable Data</i> -Prepares lessons that include appropriate content -Provides instruction that communicates essential learning outcomes -Students are sometimes aware of the essential learning -Students sometimes use language related to the learning goal</p> <p>Notes:</p>	<p>1D1) The developing teacher also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.</p> <p><i>Evidence of Commitment</i> Stays current on new content and incorporates it into lessons <i>Evidence of Practice</i> Instruction indicates an appreciation of the complexity and ever evolving nature of the content <i>Evidence of Impact</i> Students are able to use academic language</p> <p><i>Possible Observable Data</i> -Clear instruction of content that is accurate, relevant and current -Use of strategies that direct students to essential learning of the content -Students consistently provide accurate explanations of the essential learning -Students correctly use academic language related to the learning goal</p> <p>Notes:</p>	<p>1D1) The developing teacher also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.</p> <p><i>Evidence of Commitment</i> Stays current on new content and incorporates it into lessons <i>Evidence of Practice</i> Instruction indicates an appreciation of the complexity and ever evolving nature of the content <i>Evidence of Impact</i> Students are able to use academic language</p> <p><i>Possible Observable Data</i> -Clear instruction of content that is accurate, relevant and current -Use of strategies that direct students to essential learning of the content -Students consistently provide accurate explanations of the essential learning -Students correctly use academic language related to the learning goal</p> <p>Notes:</p>
Candidate-0	Emerging-1	Emerging-2	Developing-3

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The second row articulates the evidence supporting the various levels of performance. Evidence is clustered into three professional frames: Commitment, Practice and Impact. Commitment speaks in part to the quality of the teacher and includes things like preparation, planning and materials. Practice speaks to specific adult behaviors and occurs through the observation process. Impact is about outcomes and results and includes things like student behaviors and products of student learning.

The final row offers possible observable data for each of the levels. It is important to note that data offered does not represent a checklist and is certainly not the only possible data that could be included. Rather, these are suggestions of ways the particular performance in the Quality Indicator might be demonstrated and represented.

Included in this form is a chart listing Possible Sources of Evidence in each professional frame for each of the standards. Like Possible Observable Data, these sources are not a checklist or even a comprehensive list of evidence, but rather suggestions to be considered when assigning ratings.

The Teacher Candidate Performance Rubric is offered for informational purposes for the Teacher Candidate, University Supervisor, Cooperating Teacher, and Building Administrator. The notes section is offered as a place to capture thoughts about evidence or possible data. The overall purpose of the rubric is to create common language around the demonstration of the performance in the Clinical Experience.

Teacher Candidate Formative Assessment

This form provides feedback to the teacher candidate throughout their Clinical Experience by the University Supervisor and may also be used by the Cooperating Teacher. It includes each of the sixteen highlighted Quality Indicators. For each indicator, there is a place where a numerical rating can be provided. The numerical ratings range from a score of “0” to a score of “3”. The Teacher Candidate Performance Rubric (see page 6) assists with the consideration of evidence of the teacher candidate’s ability to demonstrate skills at the Emerging and Developing Levels. Scores on the teacher candidate’s performance are assigned as follows:

A score of “0” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance of it is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

There is an option for “not observed” and a place for comments for each of the standards. Overall comments and signatures are provided on the final page of this form.

Teacher Candidate Formative Assessment							
Teacher Candidate:		Student ID:		Program Supervisor:		Date:	
School:		Cooperating Teacher:		Subject/Grade:			
<i>Definition of Rating Descriptors</i>							
Candidate – 0: the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance							
Emerging – 1: the teacher candidate is prepared and possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level							
Emerging – 2: the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level							
Developing – 3: the teacher candidate is prepared, demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level							
Standard #1: Content Knowledge Aligned with Appropriate Instruction							
	MoPTA Task	Not Observed	Candidate 0	Emerging 1	Emerging 2	Developing 3	
1.1 Content Knowledge and Academic Language	4	<input type="checkbox"/>					
1.2 Student Engagement in Subject Matter	3, 4	<input type="checkbox"/>					
Standard #1 Comments:							
Standard #2: Student Learning Growth and Development							
	MoPTA Task	Not Observed	Candidate 0	Emerging 1	Emerging 2	Developing 3	
2.4 Differentiated Lesson Design	1, 2, 3, 4	<input type="checkbox"/>					
Standard #2 Comments:							
Standard #3: Curriculum Implementation							
	MoPTA Task	Not Observed	Candidate 0	Emerging 1	Emerging 2	Developing 3	
3.1 Implementation of Curriculum Standards	1, 2, 3	<input type="checkbox"/>					
3.2 Lessons for Diverse Learners	3, 4	<input type="checkbox"/>					
Standard #3 Comments:							

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Optional Formative Observation Feedback Form

This form is used to offer general feedback to the teacher candidate in a variety of different areas. As opposed to the Teacher Candidate Formative Assessment (see page 7), which is organized by Standard and Quality Indicator, this form is organized by different areas related to instruction and classroom environment. As noted in its title, this form is for optional use by the University Supervisor, Cooperating Teacher and perhaps even the Building Administrator. Each area is aligned to corresponding Quality Indicators and provides opportunity for the following feedback to the teacher candidate:

Formative Observation Feedback Form
(This is an optional form that may be used to offer feedback to the Teacher Candidate)

Teacher Candidate: _____ University Supervisor: _____ Date: _____
 School: _____ Cooperating Teacher: _____ Grade/Subject: _____

Teacher Candidate Strategies * (Select only those strategies that apply)	Student Engagement * (Circle One for each strategy selected)				Depth of Knowledge * (Circle One for each strategy selected)		
Lecture	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Classroom Discussion	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Cooperative Learning	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Group Work	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Guided Practice	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Learning Centers	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Hands On/Active Learning	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Presentations	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Question/Answer	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Independent Student Work	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Peer Evaluation	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Advanced/Graphic Organizers	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Nonlinguistic Representations	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Project Based Learning	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Similarities/Differences	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Summarizing/Note Taking	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
Other	High <input type="checkbox"/>	Moderate <input type="checkbox"/>	Low <input type="checkbox"/>	Disengaged <input type="checkbox"/>	<input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Strategic Thinking	<input type="checkbox"/> Skill Concept
1.1 Content Knowledge and Academic Language 2.4 Differentiated Lesson Design 3.2 Lessons for Diverse Learners 5.2 Management of Time, Space, Transitions, and Activities 6.1 Verbal and Non-verbal Communication 7.2 Assessment Data to Improve Learning	1.2 Student Engagement in Subject Matter 2.4 Differentiated Lesson Design 3.2 Lessons for Diverse Learners 5.1 Classroom Management Techniques 5.3 Classroom, School and Community Culture	3.1 Curriculum Implementation 4.2 Student Engagement in Critical Thinking 7.1 Effective Use of Assessments	*Note: anything not observed is left blank				

Comments/Observations on Teacher Candidate Strategies:

Teacher Candidate Strategies – identifies the particular strategy or strategies the teacher candidate demonstrates during the observation.

Student Engagement – for each selected strategy from the first column, a level of student engagement is noted in response to the strategy. Student engagement can be perceived as being high, moderate, low or disengaged. These engagement levels reference both the intensity and level of activity of the students as well as a percentage of the students to which it applies.

Depth of Knowledge – for each selected strategy and corresponding level of student engagement, a rating on depth of knowledge is provided on the particular learning activity being observed. These ratings include extended thinking, strategic thinking, skill concept or recall.

As previously noted, corresponding Quality Indicators are provided for the strategies, student engagement level and depth of knowledge. On the second page of this form, there is opportunity to provide feedback to the teacher candidate regarding the classroom structure, the curriculum/instruction observed and the particular use of assessments observed. As with the areas on the first page, these include corresponding Quality Indicators as well. The reference of each area to corresponding Quality Indicators can be beneficial for the ongoing collection of evidence to be applied to the determination of the teacher candidate's overall performance at the conclusion of the Clinical Experience. The final page has space provided for overall comments/observations and signatures.

Teacher Candidate Summative Assessment

This form is used by the University Supervisor and the Cooperating Teacher at the conclusion of the Clinical Experience. The structure of this form is much like the Teacher Candidate Formative Assessment (see page 7). As with the formative form, a rating of “0” through “3” is provided on each of the Quality Indicators. Those ratings are determined based on evidence collected throughout the Clinical Experience and captured on forms like the Teacher Candidate Performance Rubric (see page 6) and the two available formative forms (see pages 7-8). The ratings are determined as follows:

A score of “0” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

A chart used for tabulating scores is provided on the final page. On this chart, scores are captured from the Cooperating Teacher, the University Supervisor and the Building Administrator. The separate scores are averaged together horizontally to generate an overall average score per indicator. The separate average indicator scores in the 4th column are then averaged together vertically to determine one overall average indicator score for the teacher candidate. This overall average indicator score represents the assessment of the teacher candidate’s performance during their Clinical Experience.

Teacher Candidate Summative Assessment

Teacher Candidate: _____ Student ID: _____ University Supervisor: _____ Date: _____
 School: _____ Cooperating Teacher: _____ Subject/Grade: _____

Definition of Rating Descriptors
 Candidate – 0: the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance
 Emerging – 1: the teacher candidate is prepared and possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level
 Emerging – 2: the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level
 Developing – 3: the teacher candidate is prepared, demonstrates consistency at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1: Content Knowledge Aligned with Appropriate Instruction	MoPFA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
1.1 Content Knowledge and Academic Language	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #1 Comments:					
Standard #2: Student Learning Growth and Development	MoPFA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
2.4 Differentiated Lesson Design	1, 2, 3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2 Comments:					
Standard #3: Curriculum Implementation	MoPFA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
3.1 Implementation of Curriculum Standards	1, 2, 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #3 Comments:					

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Tabulating Final Scores for the Teacher Candidate
(To be completed at the end of the Clinical Experience)

Quality Indicators	Scores		
	Cooperating Teacher	Building Administrator	University Supervisor
1.1 Content knowledge and academic language			
1.2 Student engagement in subject matter			
2.4 Differentiated lesson design			
3.1 Implementation of curriculum standards			
3.2 Lessons for diverse learners			
4.1 Student engagement in critical thinking			
5.1 Classroom management techniques			
5.2 Management of time, space, transitions, and activities			
5.3 Classroom, school & community culture			
6.1 Verbal, nonverbal communication			
7.1 Effective use of assessments			
7.2 Assessment data to improve learning			
7.5 Communication of student progress and maintaining records			
8.1 Self assessment & improvement			
9.1 Induction & collegial activities			
9.5 Professional Collaboration			

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Teacher Candidate Evaluation Form by the Building Administrator

This form is for the exclusive use of the building administrator. It is similar to the Teacher Candidate Performance Rubric (see page 6) but includes a place at the top for the building administrator to insert a score from “0” to “3”. The criteria the building principal uses to determine this score is the same as was used with the Teacher Candidate Summative Assessment completed by the Cooperating Teacher and the University Supervisor. Those ratings are determined as follows:

Teacher Candidate Evaluation Form

(To be completed by a Building Administrator)

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 1.2 Score

1.2 Student engagement in subject matter			
<p>1C2) The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.</p> <p><i>Evidence</i> is knowledgeable of different strategies that result in increased levels of student engagement</p> <p><i>Possible Observable Data</i> -is knowledgeable on how to assess student engagement while in the process of instruction -familiarity with possible strategies for building student engagement -understands different strategies for adjusting pacing to enhance student engagement</p>	<p>1E2) The emerging teacher chooses from multiple sources to engage student interest and activity in the content.</p> <p><i>Evidence of Practice</i> Use various engagement strategies to maintain student interest <i>Evidence of Impact</i> Students are interested and engaged in the content</p> <p><i>Possible Observable Data</i> -implementation of strategies that prompt engagement by most students -some variance in pacing that generally captures student interest and attention -Most but not all students visibly paying attention -Most but not all students providing accurate responses</p>	<p>1D2) The developing teacher also uses a variety of differentiated instructional strategies which purposefully engage students in content.</p> <p><i>Evidence of Practice</i> Uses engagement strategies to increase students' levels of interest and activity <i>Evidence of Impact</i> Students' engagement causes content knowledge to advance</p> <p><i>Possible Observable Data</i> -Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement -Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation -Evidence that higher levels of engagement result in increased learning -Students accurate responses reflect deeper learning and retention of content</p>	
Approaching Emerging - 0	Emerging - 1	Emerging - 2	Developing - 3

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A score of “0” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

As noted previously (see Standards and Quality Indicators Webmap page 5), the building administrator provides feedback and a rating to the teacher candidate on only four of the sixteen Quality Indicators. These four indicators were selected using the following criteria:

- Indicators were selected that correlate to higher effect size of teacher strategies and actions on student achievement
- Input from administrators in the state confirming the importance of the performance represented by these indicators
- Indicators that are of particular importance specifically in the first and second years of teaching
- Indicators that administrators could readily observe in a minimum of short walkthroughs

The final page of this form includes a chart for capturing the separate scores of the Building Administrator. Those scores can be averaged to allow the Building Administrator to provide an overall rating to the teacher candidate. The Building Administrator is encouraged to provide feedback to the teacher candidate on his/her teaching performance, including the ratings for each of the four indicators.

The separate scores for each of these indicators provided by the Building Administrator are transferred to the chart on the final page of the Teacher Candidate Summative Assessment (see page 9) to enable the University Supervisor to calculate the teacher candidate's overall performance based on the combined assessments of the University Supervisor, the Cooperating Teacher and the Building Administrator.

These separate scores averaged together provide an overall assessment of the teacher candidate's performance at the culmination of their Clinical Experience. The assessments provide a determination on the degree to which the teacher candidate is able to put their knowledge articulated at the Candidate Level into practice as represented by demonstrating performance at the Emerging Level. There is particular focus on the sixteen of the thirty-six Quality Indicators that have been targeted as specifically important for success as a first year teacher.

Calculating the Summative Score for the Teacher Candidate

Quality Indicators	Score
1.2 Student engagement in subject matter	
2.4 Differentiated lesson design	
5.1 Classroom management techniques	
7.2 Assessment data to improve learning	
TOTAL SCORE	
AVERAGE SCORE PER INDICATOR (total score / 14)	

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