

### **Early Clinical Field Evaluation - Description and Directions:**

**Purpose (all courses):** The Early Clinical Field Rubric provides an assessment instrument for the partner host teacher to provide formative feedback on teacher candidates' field performance developing skills in the areas of instruction, environment, and professionalism. The rubric is one component candidates use to reflect on their developing skills and set personal goals for growth as future educators.

**EDCO 200 Description:** The Early Clinical Field Rubric addresses three domains: instruction, environment, and professionalism. The associated outcomes are aligned with the final capstone course and coinciding assessment yet crafted as the developing skills that will lead to eventual mastery. Outcomes are considered novice and intermediate because candidates in this course are in the second course in the EDCO course sequence (typically sophomore year). While the specific point value and weighting of the Early Clinical Rubric may vary by course, teacher candidates must successfully pass the rubric (at least 80% of outcomes scored at "Meets Expectations") to pass the course.

**EDCO 201/202 Description:** The Early Clinical Field Rubric addresses three domains: instruction, environment, and professionalism. The associated outcomes are aligned with the final capstone course and coinciding assessment yet crafted as the developing skills that will lead to eventual mastery. Outcomes are considered novice and intermediate because candidates in this course are in the third course in the EDCO course sequence (typically sophomore year), and most are eligible to apply to admission to the teacher education program upon completion of this course. While the specific point value and weighting of the Early Clinical Rubric may vary by course, teacher candidates must successfully pass the rubric (at least 80% of outcomes scored at "Meets Expectations") to pass the course.

**SPED 292:** SPED 292 is taken by students in the special education major as an alternative to EDCO 202. The Early Clinical Field Rubric addresses three domains: instruction, environment, and professionalism. The associated outcomes are aligned with the final capstone course and coinciding assessment yet crafted as the developing skills that will lead to eventual mastery. Outcomes are considered novice and intermediate because candidates in this course are in their sophomore year of the teacher preparation program. This rubric is used as a formative assessment to assist the instructors in providing the candidate with the skills and strategies necessary to display the relevant professional dispositions in their field experiences.

### **Directions for the host teacher (all courses):**

- 1- To begin scoring, click on "**View Rubric Details**" in the right panel to expand the rubric. Please disregard the points affixed to this rubric, as they do not reflect the points in the course syllabus.
- 2- Please read the scoring criteria and choose the description/performance level that most accurately describes the candidate.
- 3- Your feedback is very important to promote growth and foster reflection. You can include evidence in the comment box beneath the specific competency.

- For candidates that perform *Meets Expectations*, comments are welcome stating how the candidate exhibited strong skills in a particular area. These candidates are currently demonstrating the skills of a successful educator and will continue to reflect, develop personal goals, and receive guidance.
- For candidates that perform *Progressing Towards Expectations* please comment specifying the concern and offer suggestions for improvement in a particular area. These candidates may need more specific direction and regular support to develop the necessary skills to succeed as an educator. They will continue to reflect and develop personal goals. While this candidate needs improvement, they show commitment to growth and improve when directed.
- For candidates that perform ***Below Expectations*** on any competency of the rubric, host teachers must add evidence. Please provide a brief description of a specific incident or concern that occurred and offer suggestions for growth (practices to improve and demonstrate competency in future work environments). These candidates will need significant, ongoing, and targeted support and direction to develop the necessary skills to succeed as an educator. When there is a specific incident or concern, please contact the course instructor and school liaison as soon as possible so that we may address the concern and provide strategies and space for candidate growth.

4- When scoring and comments are complete, click **SAVE**.

## EARLY CLINICAL FIELD RUBRIC

Assessment Outcome	Below Expectations <i>Include evidence:</i> Document a specific incident or concern that occurred <u>and</u> offer suggestions for growth so we can identify specific requirements for improvement.	Progressing Toward Expectations Specify the concern/area for growth and offer suggestions for improvement.	Meets Expectations Optional: State how the candidate exhibited strong skills in a particular area.
<b>INSTRUCTION AND ENVIRONMENT</b>			
1- Teacher candidate establishes and maintains positive interactions with learners.  <i>InTASC 2; CAEP 1.1; SCTS 4.0 – Environment (Respectful Culture); LADDER: Relationships, Open Orientation, Universal Understanding</i>	TC exhibits difficulty relating to P-12 learners resulting in strained or tense interactions. Shows little to no initiative toward positively impacting the classroom environment.	TC interacts in an appropriate manner with learners although still may not be completely comfortable in the classroom setting. Shows some initiative toward positively impacting the classroom environment.	TC interacts in a positive, appropriate manner with all learners. May seek interactions with students to develop rapport. Shows initiative and seeks to positively impact the classroom environment.
2- The teacher candidate recognizes the diverse needs of individual learners.  <i>InTASC 2; CAEP 1.1; SCTS 4.0 – Instruction (Teacher Knowledge of Students); LADDER: Worldview, Open Orientation, Universal Understanding</i>	TC struggles with or fails to recognize learners have diverse needs.	TC recognizes individual learners have individual needs. Listens to and attempts to use teacher-suggested strategies.	TC attempts to meet the diverse needs of learners by discussing ideas for strategies to differentiate the lesson and/or material.
<b>PROFESSIONALISM and DISPOSITION</b>			
3- Teacher candidate interacts with host teacher and other school/community member in a professional manner.  <i>InTASC 10; CAEP 1.4; LADDER: Communication, eXperiential, Relationships</i>	TC behaves in a disrespectful, inappropriate, or impolite manner. May display abruptness or indifferent disposition that impedes developing professional relationships. Shows little to no initiative toward accomplishing field goals.	TC displays growing confidence as a teacher and is developing positive dispositions such as poise, composure, and the ability to have professional discussions. Shows some initiative toward accomplishing field goals.	TC conducts self in a respectful manner in the school structure. TC acknowledges expertise and follows guidance of the host teacher while appropriately participating in professional discussions. May seek communication with other school faculty as needed. Shows initiative toward accomplishing field goals.
4- Teacher candidate utilizes standard English in <b>verbal</b> communications with school/community member and P-12 learners.	TC's verbal communication contains multiple errors that interfere with professional communication and/or teaching/student learning.	TC's verbal communication contains occasional errors in standard English usage. May have difficulty adjusting register for the intended audience. (e.g. adjusts tone	TC uses standard English in verbal communication with school faculty and students. Can adjust register for the intended audience. (e.g. adjusts tone and

<i>LADDER: Communication</i>	Has difficulty adjusting register for the intended audience (e.g. adjusts tone and vocabulary when communicating with faculty versus students)	and vocabulary when communicating with faculty versus students)	vocabulary when communicating with faculty versus students)
<p>5- Teacher candidate utilizes standard English in <b>written</b> communication with school/community member and P-12 learners.</p> <p><i>LADDER: Communication</i></p>	<p>TC's written communication (e.g. e-mail, text, lesson materials) contains multiple errors that interfere with professional communication and/or teaching/student learning.</p> <p>Grammar, capitalization, spelling, tone, or organization are frequently inadequate or interfere with clarity.</p>	<p>TC's written communication (e.g. e-mail, text, lesson materials) contains occasional errors in standard English that may interfere with professional communication and/or teaching/student learning.</p> <p>Grammar, capitalization, spelling, tone, or organization occasionally interfere with clarity.</p>	<p>TC's written communication (e.g. e-mail, text, lesson materials) is professional and appropriate for the intended audience. Grammar, capitalization, spelling, tone, and organization are accurate and clear.</p>
<p>6- Teacher candidate adheres to the school/district rules and policies.</p> <p><i>InTASC 9; CAEP 1.4; LADDER: Quality, Trust</i></p>	<p>TC violates school/ district rules or policies.</p> <p>May have been given repeated direction or clarification or not corrected behavior.</p>	<p>TC adheres to school/district rules and policies after being redirected as needed.</p>	<p>TC follows school/district policies and rules.</p> <p>May seek clarification if needed to ensure compliance but adheres to policy.</p>
<p>7- Teacher candidate exhibits professional responsibility by arriving on time, fulfilling required field hours, and ensuring proper documentation of early clinical activities.</p> <p><i>SCTS 4.0 – Professionalism (Growing and Developing Professionally); LADDER: Achievement Attitude</i></p>	<p>TC is frequently late, or inadequately or inaccurately documents field hours, or fails to notify host teacher and university instructor in a timely fashion (day of via e-mail) regarding tardies, absence or reparation of missed time.</p> <p>TC needs improvement and shows little to no improvement when directed.</p>	<p>TC is late 1-2 times, or needs reminding to completely or accurately document field hours, or needs a reminder to notify host teacher and university instructor (day of via e-mail) regarding tardies, absence or reparation of missed time.</p> <p>While TC needs improvement, shows commitment to growth and improves when directed.</p>	<p>TC arrives on time, and document all field hours accurately, and communicates with host teacher and university instructor when an absence or tardy occurs (same day via e-mail) rescheduling missed time.</p>
<p>8- Teacher candidate exhibits professional responsibility by being prepared to engage in early clinical practice.</p> <p><i>SCTS 4.0 – Professionalism (Growing and Developing Professionally); LADDER: Achievement Attitude</i></p>	<p>TC arrives to field experience often disorganized or ill-prepared for activities. Sometimes forgets needed materials which impacts engagement in classroom and or student activities.</p> <p>Shows little to no initiative after repeated prompting.</p>	<p>TC is prepared for most field activities but sometimes prepares last minute or host teacher may need to ask to see materials/activities in advance to ensure appropriateness.</p> <p>TC shows some initiative but may need prompting.</p>	<p>TC has materials prepared prior to field experience ready to engage for the day. Shares materials with host teacher in advance without little to no prompting. Shows imitative without prompting.</p>

<p>9- Teacher candidate accepts constructive feedback provided by the host teacher.</p> <p><i>InTASC 10; CAEP 1.4; SCTS 4.0 – Professionalism (Growing and Developing Professionally); LADDER: Communication</i></p>	<p>TC displays argumentative, oppositional, or defensive behavior when given feedback.</p>	<p>TC remains quiet when receiving feedback and may not have confidence to discuss but does use non-verbal to indicate receptive engagement.</p>	<p>TC is receptive to constructive feedback and responds appropriately through clarifying questions and/or contributing ideas.</p> <p>TC may incorporate feedback and seek continued advice from the host teacher and/or other professionals as needed.</p>
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