

Field Experience Assignment

EDCO 350 – Fall 2019

1) General Information

- a) Assessment Title: Classroom Climate Field Rubric
- b) Course: EDCO 350
- c) Assessment Purpose:
 - Point of administration (consider general categories) - Post-Admission to the Teacher Education Program
 - Purpose in terms of monitoring candidate knowledge, skill, and/or disposition: The Classroom Climate Field Rubric serves as a tool for the course instructor (with host teacher feedback) to evaluate teacher candidate implementation of a segment of the Positive Behavior Interventions and Supports (PBIS) plan. Teacher candidates work with the host classroom to integrate a rule associated with social skill development into a lesson plan. By understanding the integration of academic and social skills, candidates are better able to plan for, implement, and reflect upon building a positive classroom climate.
 - Consequential nature of assessment: While the specific point value and weighting of the Classroom Climate Field Rubric may vary by course, **teacher candidates must successful pass the rubric (at least 80% of outcomes scored at or above “meets expectations”) in order to pass the course.** A grade of C or better in the associated course is required for successful completion of the Winthrop University initial teacher preparation program.
 - Assessment Description: The Early Clinical Field Rubric addresses three domains: instruction, environment, and professionalism. The associated outcomes are aligned with the final capstone assessment, yet crafted as the beginning skills to eventual mastery.
 - Instructions for candidates (directions and/or template):

The Field Experience Lesson Plan Assignment

Incorporate one rule that pertains to developing social skills into an existing lesson plan in your field placement according to these guidelines:

- You DO NOT have to attach or include the entire lesson plan
- VIDEO yourself teaching the entire lesson, **“clip” the portion of you teaching the rule (5 minutes MAX).** The video must be in a **compressed format** and electronically attached (**See Winthrop ITC website for help with compressing video.*)
- Please save and title the attachment in the following format (first initial Last name_EDCO350):
MJones_EDCO350Video_S19
- Using the video segment, complete the **Field Experience Assignment Template**
- The following rubric will be used to score the assignment.

EDCO 350 – Field Experience Assignment Template

Teacher Candidate Name: _____ Date Submitted: _____

Name of Placement School: _____ Grade Level: _____

Host Teacher's Name: _____ Subject Taught: _____

Objective of the Lesson (Subject area objective):

Objective of the rule/procedure/skill:

Description of the subject area lesson and the lesson's activity/procedures: *Include how the rule/procedure/skill was incorporated into the lesson and how it was taught.*

Analyzing Teaching

Reflection responses are based on the complete lesson and the implementation of the social skill taught (not only the video segment).

Refer to the video segment and use examples in your responses to the prompts. Use specific time stamps in the video and reference research/evidence-based practice, where appropriate.

1. Discuss what you learned from **teaching the rule/procedure/skill**. (*paragraph*)
 - Look back over the lesson plan for the rule/procedure/skill that you planned. Discuss what you learned *about teaching* from teaching the lesson.
 - **Reflecting on the social skill taught**, discuss concrete examples of what went well (or not)? What unexpected things happened and how did you handle them? Cite specific examples of what went well, unexpected events and how you handled them.
2. Discuss your interaction and engagement with students. (*paragraph*)
 - How did you **actively engage students** – emphasizing cooperation and collaboration?
 - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs (academic and developmental) and backgrounds?
 - Include your plan for differentiation. Was your plan successful? How could you increase learning for students who need greater support?
3. Discuss what changes would you make to **your instruction and/or lesson plan**—for the whole class—to better support student learning of the rule/procedure/skill of this lesson? (*paragraph*)
 - Include the *next steps* (how you could reengage the students who did not meet mastery for the rule/procedure/skill)

LEARNING ENVIRONMENT FIELD VIDEO			
Assessment Outcome and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
	This level is typically characteristic of experienced teachers, therefore only the top 8-10% of candidates will exceed expectations. Please include evidence in the comment section if the candidate is exceeding expectations.	Most preservice teacher candidates perform at this level. In the comment section, consider adding feedback on areas of strengths and possible growth targets.	If a teacher candidate performs below expectations please include evidence in the comment section that identify specific requirements for growth.
<i>Teacher candidate implements developmentally appropriate social skills strategy instruction.</i> InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)EEDA - Standards 4 and 6 SC Safe Schools Climate Act	In the video, TC implements developmentally appropriate social skills strategy that promotes a positive climate and encourages cooperation and collaboration among students and between students and the teacher. The social skills strategy is aligned to the lesson content and includes an effective introduction and instructional strategies. 5-4 Points	In the video, TC implements a developmentally appropriate social skills strategy that promotes a positive climate through cooperation and collaboration. The strategy is adequately introduced and taught 3 Points	In the video, TC attempts to implement social skills strategy that may not be developmentally appropriate and/or focuses on control. The strategy is not adequately introduced or taught 2-0 Points
<i>Teacher candidate maintains a positive learning environment by demonstrating mutual respect for and rapport with students.</i> InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	In the video, TC demonstrates rapport with and respect for student through positive interactions (including reinforcement and, when necessary, redirection). TC provides opportunities for students to interact with each other and establishes a low risk environment for expressing diverse perspectives. 5-4 Points	In the video, TC demonstrates rapport with and respect for students through positive interactions (including reinforcement and, when necessary, redirection). 3 Points	In the video, TC is disrespectful to students and/or has difficulty maintaining a positive learning environment. 2-0 Points
<i>The teacher candidate draws upon research-based practice to identify and reflect upon classroom climate practices.</i> InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	In the reflection, TC identifies specific evidence in the teaching video that demonstrates effective classroom climate practice. Evidence is aligned to research-based strategies related to classroom climate as well as impact on student learning and development. 5-4 Points	In the reflection, TC identifies specific evidence in the teaching video that demonstrates effective classroom climate practice. Evidence is aligned to research-based strategies. 3 Points	In the reflection, TC has difficulty identifying evidence that demonstrates effective classroom climate practice. Reflection lacks connection to research-based strategies. 2-0 Points
<i>Teacher candidate submission includes relevant academic language for the discipline and is professionally presented.</i>	In the reflection, TC utilizes academic language that integrates the discipline and theoretical foundation of the construct. The written product is professional and free of error. 5-4 Points	In the reflection, TC utilizes academic language to convey understanding of construct and presents written product in a professional manner including organization, sentence structure, grammar, and spelling. 3 Points	In the reflection, Academic language is absent of TC work. Errors in professional presentation interfere with readability. 2-0 Points
Field Placement PROFESSIONALISM and DISPOSITION as noted by the host teacher			
<i>Teacher candidate exhibits professional responsibility and behaviors.</i> SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	TC is consistently punctual, completing required documentation in a prompt and thorough fashion. TC is organizes materials well in advance and interacts positively with school/community personnel. 5-4 Points	TC arrives on time and documents time spent in field through established systems. TC is prepared and interacts positively with school/community personnel. 3 Points	TC is often late, inadequately or inaccurately documents field hour activities, and is ill-prepared for field responsibilities. TC struggles to communicate with school/community interaction. 2-0 Points
<i>Teacher candidate adheres to the university and school/district rules and the Standards of Conduct for South Carolina Educators.</i> InTASC 9	TC behavior adheres to appropriate rules and standards while actively seeking information on school and district-level expectations to ensure compliance. 5-4 Points	TC adheres to the expectations for the school/district and university and the Standards of Conduct for South Carolina Educators. 3 Points	TC violates school, district, or university rules and/or Standards of Conduct. 2-0 Points
<i>Teacher candidate maintains a positive learning environment by demonstrating mutual respect for and rapport with students.</i> InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	In the field, TC demonstrates rapport with and respect for student through positive interactions (including reinforcement and, when necessary, redirection). TC provides opportunities for students to interact with each other and establishes a low risk environment for expressing diverse perspectives. 5-4 Points	In the field, TC demonstrates rapport with and respect for students through positive interactions (including reinforcement and, when necessary, redirection). 3 Points	In the field, TC is disrespectful to students and/or has difficulty maintaining a positive learning environment. 2-0 Points