Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

VCU School of Education

Virginia Commonwealth University

Candidate's Name _____

Cooperating Teacher _____

University Supervisor _____

School _____ School Division _____

Principal's Name _____

Subject Area _____ Grade Level _____

Year _____ Semester _____ Fall _____ Spring _____

Evaluation Completed By: (please check one)

_____ Cooperating Teacher
_____ Candidate (Intern, Student Teacher, Extern)
_____ University Supervisor

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center

revised 11-08-18

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs   revised 11-08-18

Guidance Document

ADMINISTRATION, PURPOSE, USE

<u>Purpose</u>

Consistent with the School of Education's conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare candidates to reflect on their practice and to provide a system for candidates, cooperating teachers, and supervisors to assess an intern's growth during the internship or externship.

<u>Administration</u>

University supervisors and cooperating teachers should conduct four formal observations of candidates during the semester and complete the Continuum twice, once at midterm and once at the end of the experience. For programs with two placements (e.g. elementary), the cooperating teacher observes the candidate only twice and completes the Continuum once at the end of each placement. Candidates should complete the continuum twice prior to the discussion with the cooperating teacher and supervisor.

The Continuum is meant to be used in tandem with two other forms, the Collaborative Reflection Log and the Plan for Reflective Growth. The purpose of the latter two forms is to generate discussion among the candidate, cooperating teacher, and university supervisor about the strengths and weaknesses of the candidate. Only the supervisor and cooperating teacher's completed Clinical Evaluation Continuum and are submitted to the School of Education Office of Assessment at the conclusion of the clinical experience.

<u>Use of data</u>

- Candidate level: Candidates receive electronic copies of the university supervisors and clinical faculty or cooperating teacher's Continuum evaluation of performance. This evaluation occurs twice each semester. For candidates with one placement (16 weeks), there are mid- and final placement assessments. For candidates with two placements (eight weeks each), assessments occur after each placement. In cases where candidates are performing at "Beginning" or "Unacceptable" levels on rubric assessments, candidates use a combination of reflection and individual attention and mentoring to identify the sources of weakness and take corrective action.

- Program level: Candidate assessment data on the Continuum are aggregated by the Office of Assessment annually at both the program level and the EPP level. Aggregate data reports are shared with program faculty, the Assessment Committee, the

Professional Education Coordinating Council, and broadly via the SOE Public Data web page. Faculty review data in program and department meetings to inform needed revisions to curricula or training/communication with evaluators. Programs report on their analysis of data and any subsequent uses of data for improvement annually.

SCORING GUIDE

The Continuum consists of six standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on coursework and practica experiences prior to the internship or externship. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of "No opportunity to observe" (N) is permissible for the midterm evaluation but not for the final evaluation.

GUIDING FRAMEWORKS AND STANDARDS

Item content reflects the proficiencies detailed in the VCU conceptual framework, Educator as Critically Reflective Practitioner. Further, Continuum items align to the InTASC Model Core Teaching Standards categories (i.e., the learner and learning, content, instructional practice, and professional responsibility) specified in CAEP component 1.1 and to the four additional components in Standard 1 that detail candidate proficiencies (i.e., use of research and evidence, content and pedagogical knowledge, access to college- and career-ready standards for all students, and use of technology to improve student learning and enrich professional practice). In addition to CAEP technology expectations, candidate expectations for use of technology are consistent with the TPACK Framework (Mishra & Koehler, 2006).

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2		Acceptable (Puts into practice, uses, implements, reflects) 3 4		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1 InTASC 3 VA 4	a. Establishes, monitors, and maintains high expectations for student behavior.	No evidence that candidate communicates expectations; develops an awareness of student behavior and/or reflects on the situation.	Communicates expectations; develops an awareness of student behavior and reflects on the situation.		Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.		Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.
		CAEP 1.1 InTASC 3 VA 4	b. Plans and implements procedures and routines that support student learning.	No evidence that candidate is aware of procedures and routines that support student learning and/or can identify procedures being utilized in a classroom.	Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom.		Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction.		Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines.
		CAEP 1.1 InTASC 3 VA 4	c. Uses classroom space to promote learning.	No evidence that candidate recognizes how use of space can promote learning and/or can identify how space in a classroom is allocated to instructional purposes.	Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes.		Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction and interaction of students and teacher.		Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students
		CAEP 1.1 InTASC 3 VA 4	d. Uses time effectively.	No evidence that candidate recognizes the importance of using time effectively and/or can identify time management tools already in place and their purpose.	Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose.		Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned.		Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 / 2	Acceptable (Puts into practice, uses, implements, reflects) 3 / 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 / 6
		CAEP 1.1 InTASC 2, 3 VA 4 Diversity	e. Communicates and models fair and respectful treatment of all.	No evidence that candidate understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness	Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.	Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.	Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.
		CAEP 1.1, 1.4 InTASC 2, 3 VA 1, 4 Diversity	f. Promotes social development and group responsibility by designing and implementing learning experiences that require collaboration and communication skills in order to solve problems and think critically.	No evidence that candidate develops an awareness of the importance of social development and group responsibility and/or encourages student responsibility for self.	Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self.	Plans and implements strategies and activities to develop students' collaboration and communication skills as well as individual responsibility and recognition of others' rights and needs. Students share in classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness.
		CAEP 1,1 InTASC 3, 10 VA 4, 5	g. Effectively communicates and works with administrators, colleagues, support personnel, families, and volunteers.	No evidence that candidate recognizes the need for establishing effective working relationships and/or factual two-way communication with colleagues, support	Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers.	Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and	Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs.

		personnel, families, and volunteers.		procedures for confidentiality.	
CAEP 1.1 InTASC 3 VA 1, 4	h. Uses cultural competence to create safe, respectful learning environments for all students.	No acknowledgement of the limitations of a colorblind approach to teaching and learning.	Acknowledges the limitations of a colorblind approach to teaching and learning and begins to recognize alternatives.	Understands the ways in which teachers' own cultural identities affects teaching and learning. Seeks knowledge of students' culture as a means to teach effectively.	Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and knowledgeable about and respectful of the cultures of others.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1	Beginning 2	Acceptable (Puts into practice, uses, implements, reflects) 3	Acceptable 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5	Target 6
		CAEP 1.1, 1.4 InTASC 1, 4, 7, 8 VA 1, 2, 3	a. Demonstrates knowledge of subject matter content including cross-disciplinary connections and student development.	No evidence candidate identifies key concepts from subject matter concepts and connections across disciplines and/or key factors in student development.	Identifies key concepts from subject matter concepts and connections across disciplines and key factors in student development.		Uses key ideas from subject matter, including cross-disciplinary connections, to develop instructional activities appropriate for the developmental level of students.		Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas across disciplines.	
		CAEP 1.1, 1.2, 1.5 InTASC 2, 7, 8 VA 3 Diversity Technology	b. Uses research-based instructional strategies and resources in planning instruction.	No evidence candidate has awareness of a variety of research-based instructional strategies and resources.	Has awareness of a variety of research-based instructional strategies and resources.		Effectively uses research-based instructional strategies and resources in planning instruction.		Effectively uses multiple research-based instructional strategies and resources in planning instruction.	
		CAEP 1.1, 1.4 InTASC 1, 2, 4, 7, 8, 10 VA 1, 2, 3 Diversity	c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	No evidence candidate articulates state and national content standards and develops learning goals consistent with content standards and student development.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.		Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.		Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.	
		CAEP 1.1 InTASC 1, 4, 7, 8 VA 3	d. Organizes curriculum and instructional sequences to support student understanding of content.	No evidence candidate articulates key elements of curriculum design that support student understanding of content and/or develops some lessons that teach an idea or skill.	Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.		Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.		Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.	

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1, 1.2, 1.4 InTASC 1, 2, 7, 8 VA 3 Diversity	e. Prepares and adjusts instructional options based on assessment of students in changing situations to make learning accessible to all students.	Shows no awareness of need for adjustment in response to student needs and unexpected events.	Shows an awareness of need for adjustment in response to student needs and unexpected events.	Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.	Adjusts plans in advance based on assessment of students and the possibility of changing situations.
		CAEP 1.1 InTASC 10 VA 5	f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	No evidence candidate identifies support personnel and volunteers nor articulates ways support personnel, families, and volunteers might assist.	Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.	Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.	Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning.
		CAEP 1.5 InTASC 7 VA 3 Technology	g. Candidates demonstrate the ability to design meaningful digital learning experiences.	No evidence candidate utilizes digital tools in the design of learning experiences.	Utilizes digital tools in the design of learning experiences.	Effectively utilizes digital tools in the design of learning experiences to enhance student learning.	Maximizes the affordances of digital tools in the design of learning experiences to enhance student learning and teach students effective use of digital technology.
		CAEP 1.4 VA 2, 3	h. Plans for opportunities for students to problem-solve and think critically to make content meaningful and relevant.	No evidence candidate identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.	Identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.	Lesson plans include opportunities such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.	Reflects on effectiveness of opportunities for students to problem-solve and think critically to adjust future plans.

(Please mark level of growth for each criterion)
Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 3: Engaging and Supporting Students in Learning

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 / 2	Acceptable (Puts into practice, uses, implements, reflects) 3 / 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 / 6
		CAEP 1.1, 1.2, 1.4 InTASC 2, 7, 8 VA 1, 3 Diversity	a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	No evidence candidate realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and/or begins to make decisions based on both of these factors.	Realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and begins to make decisions based on both of these factors.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons.	Uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
		CAEP 1.1, 1.2, 1.4 InTASC 1, 2, 7, 8 VA 1, 3 Diversity	b. Connects or links evidence of students' prior knowledge, life experience, and interests, and other course content, with learning goals.	No evidence candidate understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.	Understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.	Motivates students by regularly drawing connections between learning goals and concepts and data on the prior knowledge, life experiences and interests of students.	Reviews the clarity of the link between learning goals and data on students' prior knowledge, life experiences and interests and makes adjustments and modifications to refine and communicate that connection to students.
		CAEP 1.1, 1.2, 1.4 InTASC 5, 7, 8 VA 1, 3, 4 Diversity	c. Facilitates learning experiences that incorporate self-direction, interaction, choice, collaboration, and consideration of multiple perspectives.	No evidence candidate is aware that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.	Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.	Selects and implements learning experiences that encourage students to consider multiple perspectives and to interact and collaborate with teacher and peers; provides some opportunities for students to select from learning activity options.	Reflects on how learning experiences promoted students' consideration of multiple perspectives and reflects on the effectiveness of student interactions and collaborations during learning experiences; incorporates self directed activities appropriate for the cognitive and social development and skill set of students.
		CAEP 1.1,	d. Employs educational	No evidence	Recognizes that	Employs educational	Reviews lessons for

Standards	Criterion	Unacceptable (0)	Beginning (1-2)	Acceptable (3-4)	Target (5-6)
1.2, 1.4 InTASC 2, 9, 10 VA 1, 3 Diversity	practices such as problem-solving and critical thinking that make content meaningful and relevant.	candidate recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.	educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.	practices such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.	effectiveness and makes appropriate modifications based on student's demonstrated ability to apply concepts to projects, use critical thinking and direct their own work.
CAEP 1.1, 1.4 InTASC 2, 9, 10 VA 3, 4, 6 Diversity	e. Communicates an ethic of caring, commitment and high expectations for all students.	No evidence candidate values caring, commitment, and/or high expectations for all students.	Demonstrates the value of caring, commitment, and high expectations for all students.	Regularly communicates an ethic of caring, commitment and high expectations for all students.	Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection.
CAEP 1.1, InTASC 9, 10 VA 3, 4, 6 Diversity	f. Develops appropriate rapport with students	No evidence candidate is aware of the importance of appropriate rapport with students.	Demonstrates an awareness of the importance of appropriate rapport with students.	Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport	Exhibits appropriate rapport based on reflection with students consistently.
CAEP 1.5 InTASC 8 VA 3 Technology	g. Candidates demonstrate the ability to facilitate meaningful digital learning experiences.	No evidence candidate utilizes digital tools in the facilitation of learning experiences.	Utilizes digital tools in the facilitation of learning experiences.	Effectively utilizes digital tools in the facilitation of learning experiences to enhance student learning.	Maximizes the affordances of digital tools in the facilitation of learning experiences to enhance student learning and teach students to use digital technology.

(Please mark level of growth for each criterion)
Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 4: Assessing Student Learning

M	F	Alignments	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1, 1.4 InTASC 6, 7 VA 3	a. Identifies or develops methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	No evidence candidate identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Chooses or develops appropriate methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Reflects on the effectiveness of methods of assessing student work in order to adjust future assessment.
		CAEP 1.1 InTASC 6, 10 VA 3	b. Explains and shares criteria for assessing student work.	No evidence candidate communicates performance criteria to students, parents, and administrators.	Communicates performance criteria to students, parents, and administrators.	Communicates criteria to students, confirms their understanding, and applies criteria consistently.	Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations.
		CAEP 1.1, 1.2 InTASC 6 VA 3	c. Collects and uses data from multiple sources to assess student learning.	No evidence candidate recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress.	Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
		CAEP 1.1 InTASC 2, 6, 7 VA 3 Diversity	d. Involves and guides all students in assessing and reflecting on their own learning.	No evidence candidate articulates the value of student self-assessment and/or can identify some tools and processes that can be used to help students assess their work.	Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work.	Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits.	Provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
		CAEP 1.1, 1.2 InTASC 6, 7, 8 VA 3	e. Uses assessment data to profile student learning and guide instruction (formative).	No evidence candidate knows the appropriate use of assessment data in determining students'	Knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills.	Uses required assessments; uses a variety of data sources for instructional planning; monitors	Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments.

Standards	Criterion	Unacceptable	Acceptable	Target
	...understanding of concepts and mastery of skills.			students' understanding during some instructional activities.
CAEP 1.1 InTASC 6, 10 VA 3, 5	f Communicates with students, families, and other audiences about student progress.	No evidence candidate identifies current methods for communicating student progress to students and families.	Identifies current methods for communicating student progress to students and families.	Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required.	Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel.
CAEP 1.1, 1.2 InTASC 6, 7 VA 3, 6	g. Analyzes and reflects on student assessment data to improve instructional practice (summative).	No evidence candidate reviews assessment data and identifies links to current instructional plans.	Reviews assessment data and identifies links to current instructional plans.	Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.	Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.
CAEP 1.1, 1.2, 3.5 InTASC 6, 7, 8	h. Provides evidence of a positive impact on student growth and/or learning.	No evidence candidate recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.	Recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.	Provides clear evidence of a positive impact on student growth and/or learning.	Provides clear evidence of positive impact on student growth and/or learning. Reflects on relationship between student growth and/or learning and instructional practice.
CAEP 1.5 InTASC 6 VA 3 Technology	i. Candidates demonstrate the ability to track and share student performance data digitally.	No evidence provided on candidate's ability to track and share student performance data digitally.	Only partial evidence provided on candidate's ability to track and share student performance data digitally.	Candidate demonstrates the ability to effectively track and share student performance data digitally.	Candidate demonstrates the ability to effectively track and share student performance data digitally to enhance content mastery and student learning.

(Please mark level of growth for each criterion)
Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.

M	F	Alignments	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1, 3.3 InTASC 9 VA 6	a. Exhibits a commitment to professional standards associated with their areas of expertise.	No evidence that candidate incorporates professional standards into work with students	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature or by being an active member of a professional organization or by attending professional workshops, seminars, and/or conferences.
		CAEP 1.1, 1.4, 3.3 InTASC 1, 2, 3 VA 1, 4 Diversity	b. Supports learning environments that encourage the academic and social growth of all students.	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students	Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc. of students in one's work with students.	Develops work plans that address different abilities, needs, learning styles, cultures, etc.	Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students
		CAEP 1.1, 3.3 InTASC 2, 3 Diversity	c. Recognizes the importance of the social context of schooling.	No evidence that the candidate recognizes the importance of the social context of schooling	Recognizes the importance of external factors outside the classroom and school that affect student learning.	Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
		CAEP 1.1, 1.4, 3.3 InTASC 2, 7, 8 VA 1, 3, 4 Diversity	d. Has high expectations for all students.	Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.	Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.	Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements.	Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.

M	F	Alignments	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1	2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1, 3.3 InTASC 2 VA 6 Diversity	e. Takes other perspectives into account.	No respect for other viewpoints	Willing to listen to other perspectives.		Considers other perspectives respectfully. Responds appropriately.	Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.
		CAEP 1.1, 3.3 InTASC 9 VA 6	f. Adheres to professional code of ethics in decision making.	Has been observed to make unethical decisions	Awareness of professional ethical expectations of his/her school and profession.		Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.	Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
		CAEP 1.1, 1.2, 3.3 InTASC 1, 6 VA 6	g. Engages in reflective practice based on evidence of teaching effectiveness and student learning.	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning.	Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning.		Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning.	Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.
		CAEP 1.1, 3.3 InTASC 2, 9 VA 6	h. Demonstrates integrity.	Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others	Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.		Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.

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CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.

M	F	Alignments	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1, 3.3 InTASC 9 VA 6	i. Accepts responsibility.	Late to meetings; misses deadlines; needs to be reminded often of obligations	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.	Accepts tasks associated with role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
		CAEP 1.1, 3.3 InTASC 9 VA 6	j. Shows initiative.	Overly dependent on external authority; Needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative	Initiates appropriate actions independently	Initiates appropriate actions in ways that go beyond individual classroom.
		CAEP 1.1, 3.3 InTASC 9 VA 6	k. Demonstrates commitment to chosen professional role.	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.	Expresses enthusiasm for being an educator and working with students.	Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.
		CAEP 1.1, 3.3 InTASC 9 VA 6	l. Exhibits sound judgment.	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.	Exhibits sound judgment based on personal experience and relevant information or considers various views.	Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.

		Rejects constructive criticism; argues and or/ gives excuses; becomes defiant	Aware of value of interaction, exchange of ideas and points of view.	Accepts constructive criticism gracefully.	Seeks constructive criticism. Acts on suggestions for improvement.
CAEP 1.1, 3.3 InTASC 9 VA 6	m. Accepts and welcomes constructive criticism.	Rejects constructive criticism; argues and or/ gives excuses; becomes defiant	Aware of value of interaction, exchange of ideas and points of view.	Accepts constructive criticism gracefully.	Seeks constructive criticism. Acts on suggestions for improvement.
CAEP 1.1, 3.3 InTASC 9 VA 6	n. Models appropriate assertiveness.	Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.	Articulates positions and takes actions appropriate to the situation.	Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.
CAEP 1.5 InTASC 9 VA 6 Technology	o. Candidates demonstrate technology knowledge and skill proficiencies (e.g., using databases, digital media, social networks, and/or electronic sources) to enrich professional practice.	Does not demonstrate an understanding or use of available technology resources to improve professional practice.	Has knowledge of and accesses electronic resources for classroom use and/or professional practice.	Uses electronic resources to enhance classroom instruction and/or improve professional practice.	Creates effective electronic resources to enhance classroom instruction and/or improve professional practice.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships

M	F	Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		CAEP 1.1 InTASC 3 VA 4	a. Recognizes that communities possess funds of knowledge and resources that support learning.	No evidence of candidate awareness of non-deficit conceptual models of learners and learning.	Is aware of non-deficit conceptual models of learners and learning.	Cultivates deep understanding of community networks and resources, emerging social justice issues, and non-deficit conceptual models of learners and learning.	Constructs community-based learning projects related to discipline specific issues and opportunities. Encourages student problem solving.
		CAEP 1.1 InTASC 3 VA 5	b. Builds relationships with students' families and other members of the community who are important to students in and outside of school life.	Does not communicate with students' families on issues related to students' academic performance and/or behavior.	Communicates with students' families on issues related to students' academic performance and/or behavior.	Develops open communication with students' families and significant community others. Communicates both positive and negative information.	Welcomes open, two-way communications with students and families and significant community others. Uses information obtained in communications to inform instruction and classroom interactions.
		CAEP 1.1 InTASC 3 VA 1, 3, 4	c. Commits to excellence, equity and high expectations for all students.	No evidence of candidate awareness of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.	Begins to be aware of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.	Consciously attempts to implement instructional strategies that: value learners' uniqueness, meet learners at their current performance levels, and challenge them in ways that are rigorous and attainable.	Regularly invites students to explore diversity in structurally meaningful ways in lesson plans.
		CAEP 1.1 InTASC 2, 3 VA 4 Diversity	d. Advocates for students and social justice issues that affect classrooms and communities.	No evidence of candidate understanding of teachers as advocates.	Recognizes that teachers have a legitimate role as advocates.	Participates in social justice communities and activities.	Identifies and acts on issues relevant to school and/or community. Integrates social justice/critical pedagogy into instruction.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS
NARRATIVE SECTION

Please type or write comments for each of the following criteria: Midterm_____   Final _____

Creating and Maintaining a Positive and Safe Learning Environment

Planning for Instruction

Engaging and Supporting Students in Learning

Assessing Student Learning

Developing as a Professional

Supervisor/Cooperating Teacher/ Principal's Signature _____   **Date:**_____

Position: _____

The candidate's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____   **Date:** _____