

Stephen F. Austin State
University
Field Experience Orientation
Fall 2006

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SFASU Educator Preparation Program



Introduction

The SFASU field experiences are one of the most important elements in the preparation of quality Teacher candidates. The Field Experience/Clinical Practice Final Evaluation

- *reflects the goals of the Conceptual Framework*
- *provides standards for SFASU candidates*
- *documents candidate success on key elements identified by the COE as necessary for successful teaching*
- *provides feedback for program improvement*

Overview

- *Review the components of the Field Experience/Clinical Practice Scoring Guide*
- *Calibrate the scoring of the document*



Field Experience Evaluation

Complete all components of the form

- *Teaching Assignment, placement 1 or 2*
- *Grade level, building*

Use only ratings of 3, 2, or 1

- *Candidates must be evaluated on every element*
- *System does not recognize 2.1, 2.8, etc.*

Complete one for each Teaching Assignment

- *K and 4th grade*
- *Kinesiology and History*

Complete a Field Experience Addendum for each Teaching Assignment

Assessment

Successful teachers use assessment to guide instruction. Candidates should demonstrate the ability to use assessment to plan appropriate instruction. Score this category

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable Assessment

- *Little or no evidence of pre, post and ongoing assessment.*
- *Plans are not based on assessment data.*
- *Little or no technological resources are used.*

Acceptable Assessment

- *Pre-assessment, ongoing assessment and post assessment used to guide instruction.*
- *Assessment data is recorded using technology.*

Exemplary Assessment

- *Pre-assesses And uses data to guide planning, objectives, and activities.*
- *Uses authentic, ongoing assessment during instruction and encourages self-assessment.*
- *Utilizes post-assessment data to plan for future learning.*
- *Technological resources such as data charts, graphs, and lists are evidenced.*

Impact on PK-12 Learning

A key element of successful teaching is knowing who is learning and what students have learned. Candidates must show how they have had an impact on student learning.

Score this category

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable **Impact on Learning**

- *Candidate provides limited data on the achievement of the objectives.*
- *Analysis of data is either not evident, inaccurate, incomplete or based on impression rather than data.*
- *Minimal evidence of the need to continue professional learning and growth.*

Acceptable

Impact on Learning

- *Examines pre and post assessments*
- *Candidate provides evidence in the form of data tables, chats, graphs, etc.*
- *Candidate provides reflective analysis showing impact on PK-12 learning.*
- *Learning profiles give accurate and complete information based on data.*
- *The candidate provides data for the achievement of sub-groups, whole-groups and individual students.*
- *The candidate demonstrates willingness to learn and improve.*

Exemplary Impact on Learning

- *Learning profiles are well-developed, complete, and accurate.*
- *Candidate evaluates how each individual and subgroup has preformed on each objective/outcome and compiles the data for analysis and evaluation.*
- *Candidate utilizes technology in the creation of data tables, charts, graphs, etc. to identify needs of the learners and to plan future assessment.*
- *The candidate can document and explain student outcomes and clearly shows impact on PK-12 learning by assessing outcomes and the degree of growth.*
- *The candidate's reflective analysis is based on data and is accurate and insightful indicating continuous planning for professional growth.*
- *The candidate modifies his/her growth and learning based on the reflection of student learning.*

Appropriate Instructional Planning

The candidate plans instruction that is developmentally appropriate, demonstrates knowledge of the content, and meets the learning needs of the students. Score this section

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable Planning

- *Planning is not complete and useable*
- *Candidates does not use TEKS in planning and delivery.*
- *No clear relationship between objectives and activities.*
- *Little or no evaluation of student achievement.*

Acceptable Planning

- *Plans appropriate activities*
- *Creates acceptable lesson plans that include all components of lesson*
- *Uses TEKS in planning*
- *Evaluates student achievement.*

Exemplary Planning

- *Plans developmentally appropriate and creative activities*
- *Creates well structured and varied lesson plans*
- *Utilizes Texas statewide curriculum,*
- *Promotes critical, reflective, and creative thinking*
- *Continuously evaluates student achievement using a variety of assessments.*

Positive Classroom Environment/Climate

Candidates demonstrate the ability to create a positive classroom environment that is respectful of all learners.
Score this category

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable Environment

- *Candidate does not display awareness or respect for individual differences in a consistent manner*
- *Does not use time effectively or maintain safe, productive physical environments.*
- *Displays a lack of organization regarding materials and physical arrangement of the classroom.*

Acceptable Environment

- *Candidate is aware of diversity/individual differences*
- *Promotes appropriate interactions among students*
- *Uses time effectively and maintains safe, productive physical environments.*
- *Materials are usually accessible.*
- *Physical arrangement is appropriate.*

Exemplary Environment

- *Candidate demonstrates respect for diversity/individual differences*
- *Promotes respectful and productive interactions among students*
- *Communicates importance of content*
- *Uses time effectively*
- *Maintains safe and productive environment.*

Responsive Instructional Communication

Candidates possess the ability to communicate effectively through verbal, nonverbal and written communication skills.

Candidate interacts effectively with students, families and colleagues. Score this category

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable Communication

- *Candidate's communication with students*
 - *does not convey clear meanings,*
 - *does not exhibit effective interpersonal skills, and*
 - *does not extend student's thinking.*
- *There is little or no evidence of effective questioning strategies.*
- *Lessons lack appropriate student engagement, effective planning, uses of various resources, student self-motivation, and/or feedback.*
- *Candidate does not demonstrate flexibility and responsiveness to various learning situations.*

Acceptable Communication

- *Candidate's communication with students is appropriate regarding language and interpersonal skills.*
- *Use of higher level thinking, inquiry, problem solving, critical thinking, and effective questioning strategies.*
- *Candidate adequately creates lessons which engage the students in learning, using materials, resources, and technology.*
- *Lessons link content to prior knowledge, are paced appropriately, engage all students, encourage self motivation, and provide feedback to students.*
- *The candidate is developing the ability to respond to various learning situations.*
- *The candidate effectively communicates with parents, colleagues, and others.*

Exemplary Communication

- *Candidate communicates very effectively*
- *Uses accurate and appropriate language which includes verbal, nonverbal, and written*
- *Exhibits highly effective interpersonal skills*
- *Extends student's thinking, utilizes effective questioning strategies*
- *Engages students in learning, creates actively engaging lessons using a variety of materials, resources and technology*
- *Links content to prior knowledge, sets appropriate lesson pace, engages all students, encourages student's self-motivation*
- *Provides appropriate and immediate feedback to students, promotes students ability to use feedback to students, bases feedback on high expectations for all students*
- *Demonstrates flexibility and responsiveness, responds appropriately to various learning situations, ensures student's success through alternative instructional approaches.*
- *Candidate effectively communicates with parents, colleagues and others.*

Professional Behavior Advocacy

Successful candidates demonstrate professional behavior and advocate for students, families, and the profession. Score this category

- *Exemplary*
- *Acceptable*
- *Unacceptable*



Unacceptable Professionalism

- *Candidate does not communicate professionally with students.*
- *Candidate's professionalism is not reflected in dress/appearance, interactions with other staff and educators, or does not work productively with supervisors and mentors.*
- *Candidate does not interact appropriately with parents or community members or does not display knowledge of legal, ethical guidelines related to the state, university, or district/campus policies.*

Acceptable Professionalism

- *Candidate uses appropriate communication with students nonverbal, verbal, and written.*
- *Candidate displays professionalism through appropriate dress/appearance, interaction with staff, and other educators, works productively with supervisors and mentors.*
- *Candidate accepts constructive criticism, usually implements suggestions,*
- *Interacts appropriately with parents and community members, and complies with state and university, district and campus policies*
- *Interested in professional organizations*

Exemplary Professionalism

- *Candidate consistently uses appropriate communication with students nonverbal, verbal, and written.*
- *Candidate promotes professionalism through appropriate dress/appearance, interacts and collaborates appropriately with staff and other educators, works productively with supervisors and mentor to enhance professional knowledge and skills*
- *Interacts and collaborates appropriately with parents, community members, and others*
- *Uses knowledge of legal and ethical guidelines to guide behavior in education-related settings, and complies with state, university, district and campus policies.*
- *Candidate displays a desire to become an active and contributing member of the profession and professional organizations and to advocate for children and youth.*

Field Experience Application

So how does a candidate demonstrate the required proficiency?

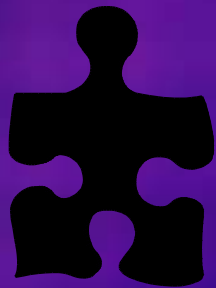
- *View the video clip*

Fourth Grade Guided Reading

- *Read the additional candidate information provided*
- *Score candidate A & B based on what you see and what you have read*
- *Participate in a discussion of your evaluation*

Field Experience

University Mentors are a vital part of the educator preparation puzzle. Together we prepare teachers for the challenges of education.



*Thank you for attending and for
making SFA the
“College of Choice”*