

CLINICAL EXPERIENCE ASSESSMENT

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1. Creates learning experiences that make central concepts, tools of inquiry, and structures of the discipline meaningful for all students.			
A. Demonstrates knowledge of content	Makes content errors.	Uses basic text information but does not supplement with additional sources. Does not provide examples that are clear and appropriate.	Shows knowledge of subject matter in presentation(s) of lessons and is able to respond to learners' questions accurately. Supplements basic text information with additional sources, including technology, and provides examples that are clear and appropriate.
B. Presents content in an appropriate manner for all students	Does not consider learners' prerequisite knowledge.	Does not make modifications when learner performance is not appropriate.	Development of lessons takes into account the abilities of all of the learners and the complexity and difficulty of the material. Makes modifications when learner performance is not appropriate and reinforces appropriate performance and interest.
C. Sequences lessons in an appropriate manner for all students	Lack of sequential order in the lesson.	Lesson is taught in a sequence appropriate to the abilities of the learners but does not connect the lesson to the broader scope of the discipline.	Content is explained, discussed, and reviewed in a sequence appropriate to the abilities of the learners. Lessons are taught according to a hierarchy of difficulty and can explain how current lesson fits into the broader scope of the discipline.
D. Sets important, challenging, varied, and appropriate achievement outcomes	Unclear achievement outcomes.	Defines what the learners need to know and do but lacks a variety of outcomes.	Provides achievement outcomes that clearly define what learners should know and be able to do; achievement outcomes are linked to national, state, and local standards and long-term instructional goals; matches learners' current progress and development; addresses a variety of learning outcomes; and reflects high expectations for learners.

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2. Plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.			
A. Provides activities for all students, which offer opportunities to practice and/or extend knowledge.	Provides no practice, reinforcement, and enrichment.	Provides some practice and extension of knowledge but does not accommodate all the students' needs and backgrounds.	Activities are chosen which encourage students to develop and have confidence in their ability to think independently, creatively, and critically.
B. Provides lessons which include opportunities for students to transfer content.	Provides no opportunities to transfer content.	Provides some generic opportunities for the whole class to transfer content.	Content is made easy to learn and to remember by linking it to relevant life experiences, to prior or future learning or through associations.
C. Uses information about the learning-teaching context and student differences to plan instruction and assessment.	Activities are incompatible with school goals and QCC's and are not aligned with pre-assessment data.	Activities are compatible with school goals and QCC's but are not aligned with pre-assessment results for every student.	Activities are compatible with school goals and QCC's and are aligned with pre-assessment results for every student.
D. Indicates effective planning in written lesson plan.	The lesson plan is incomplete and/or incorrect.	The lesson plan partially indicates an understanding of the learners for whom the lesson is planned, unique planning to meet needs of specific learners, plans for variety of techniques, plans for variety of materials, plans for variety of media including technology, plans for content development, makes the importance of the content evident, plans for concepts of the content to be taught or reviewed, plans for interesting/unusual dimensions of content, includes personalization of content (relevant examples) and includes resources to reflect multi-culturalism.	The lesson plan thoroughly indicates an understanding of the learners for whom the lesson is planned, unique planning to meet needs of specific learners, plans for variety of techniques, plans for variety of materials, plans for variety of media including technology, plans for content development, makes the importance of the content evident, plans for concepts of the content to be taught or reviewed, plans for interesting/unusual dimensions of content, includes personalization of content (relevant examples) and includes resources to reflect multi-culturalism.

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3. Provides learning opportunities that support intellectual, social and personal development of all students.			
A. Uses knowledge of child development to design instruction that meets all students' intellectual, social and personal levels.	Seldom displays knowledge of developmental characteristics and/or uses many inappropriate activities and assignments.	Sometimes displays knowledge of developmental characteristics and/or sometimes uses appropriate activities and assignments.	Displays knowledge of developmental characteristics and/or uses appropriate activities and assignments.
B. Provides learning experiences that support all students' intellectual, social and personal levels.	Development of lessons seldom takes into account the abilities of all students and the complexity and difficulty of the material. Seldom makes modifications when student performance is not appropriate and seldom reinforces appropriate performance and interest.	Some development of lessons takes into account the abilities of all of the students and the complexity and difficulty of the material. Sometimes makes modifications when student performance is not appropriate and sometimes reinforces appropriate performance and interest.	Development of lessons takes into account the abilities of all of the students and the complexity and difficulty of the material. Makes modifications when student performance is not appropriate and reinforces appropriate performance and interest.
C. Acknowledges student engagement.	Rarely seeks contributions from students throughout the lesson.	Attempts to seek contributions from students throughout the lesson, students are recognized regarding lesson content and students' ideas are elaborated (comments, questions, and/or wait time).	Consistently seeks contributions from students throughout the lesson, students are recognized regarding lesson content and students' ideas are elaborated (comments, questions, and/or wait time).
4. Creates instructional opportunities that are adapted to diverse students.			
A. Uses a variety of techniques to meet all students' needs.	Minimal accommodations have been made to address diversity among students.	Some accommodations have been made to address diversity among students.	Accommodations including the use of technology, have been made to address diversity among students.
B. Maintains appropriate expectations for all students.	Demonstrates minimal respect for all students and rarely attempts to help all students work up to their potential and to succeed. Class activities seldom reflect the diversity of the students.	Demonstrates some respect for all students. Some attempts to help all students work up to their potential and to succeed. Some class activities reflect the diversity of the students.	Demonstrates respect for all students. Consistently attempts to help all students work up to their potential and to succeed. Class activities reflect the diversity of the students.

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C. Designs instruction for specific achievement outcomes, student characteristics and needs and learning contexts.	Seldom includes learning activities that are aligned with achievement outcomes and students' characteristics and needs; seldom integrates technology into teaching and learning; seldom provides opportunities for collaborations with families; seldom adapts instruction to accommodate students' needs and individual differences.	Includes some learning activities that are aligned with achievement outcomes and students' characteristics and needs; integrates some technology into teaching and learning; provides some opportunities for collaborations with families; adapts some instruction to accommodate students' needs and individual differences.	Includes learning activities that are aligned with achievement outcomes and students' characteristics and needs; integrates technology into teaching and learning; provides opportunities for collaborations with families; adapts instruction to accommodate students' needs and individual differences.
5. Uses a variety of instructional strategies and materials including technology to encourage students' development of critical thinking, problem solving, and performance skills.			
A. Selection of resources to meet range of individual needs from special education to gifted.	Seldom utilizes supplemental materials and outside resources, including technology.	Sometimes utilizes supplemental materials and outside resources, including technology.	Utilizes supplemental materials and outside resources, including technology.
B. Includes effective introductory, development and closing activities.	Lessons rarely initiated with stimulating introduction, necessary background for lesson is established, activities sequenced in logical order, importance of the content is stated, personalizes the content for learners, materials used without distraction at appropriate times and lesson is closed appropriately.	Lessons often but not always initiated with stimulating introduction, necessary background for lesson is established, activities sequenced in logical order, importance of the content is stated, personalizes the content for learners, materials used without distraction at appropriate times and lesson is closed appropriately.	Lessons are consistently initiated with stimulating introduction, necessary background for lesson is established, activities sequenced in logical order, importance of the content is stated, personalizes the content for learners, materials used without distraction at appropriate times and lesson is closed appropriately.
C. Provides activities for students, which offer opportunities to practice and/or extend knowledge.	A minimal number of activities are chosen which encourage students to develop and have confidence in their ability to think independently, creatively, and/or critically.	Sometimes activities are chosen which encourage students to develop and have confidence in their ability to think independently, creatively, and/or critically.	Activities are chosen which encourage students to develop and have confidence in their ability to think independently, creatively, and/or critically.

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6. Creates a learning environment that encourages positive social interaction, active engagement in learning and self motivation.			
A. Makes appropriate use of instructional time.	A minimal number of lessons are planned so that students are actively engaged throughout the time allotted for the lesson. Much time is wasted on off-task or non-instructional activities. There is minimal evidence of time management and/or organization strategies at work.	Some lessons are planned so that students are actively engaged throughout the time allotted for the lesson. Some time is wasted on off-task or non-instructional activities. There is some evidence of time management and/or organization strategies at work.	Each lesson is planned so that students are actively engaged throughout the time allotted for the lesson. No time is wasted on off-task or non-instructional activities. There is clear evidence of time management and/or organization strategies at work.
B. Maintains appropriate classroom behavior.	Seldom employs techniques, such as proximity control and seldom presents clear expectations for students' behaviors. Students who exhibit off-task behaviors are not effectively guided back to the work at hand and kept engaged.	Employs some techniques such as proximity control and presents expectations for students' behaviors. Students who exhibit off-task behaviors are sometimes effectively guided back to the work at hand and kept engaged.	Employs techniques, such as proximity control and presents clear expectations for students' behaviors. Students who exhibit off-task behaviors are effectively guided back to the work at hand and kept engaged.
C. Demonstrates smooth transition times.	Seldom provides a seamless and smooth transition from one activity to another. Students are seldom aware of the procedure for closing an activity or lesson so there is no evidence of disruption or wasted time.	Provides some seamless and smooth transition from one activity to another. Students are sometimes aware of the procedure for closing an activity or lesson so there is no evidence of disruption or wasted time.	Provides a seamless and smooth transition from one activity to another. Students are aware of the procedure for closing an activity or lesson so there is no evidence of disruption or wasted time.
D. Organizes instruction for social interaction.	Rarely uses collaborative groups.	Uses one or two grouping techniques for student collaboration.	Varies grouping techniques for student collaboration.

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7. Uses knowledge of effective verbal, nonverbal, media and technological communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.			
A. Communication is clear so all students are involved and challenged.	Speech and written language are unclear which results in minimal student involvement.	Speech and written language are usually clear and correct.	Speech and written language are always clear and correct.
B. Nonverbal communication is appropriate.	Rarely use eye contact or facial expressions to show personal enthusiasm, energetic posture and gestures to accentuate points.	Attempts to use eye contact or facial expressions to show personal enthusiasm, energetic posture and gestures to accentuate points.	Consistently use eye contact or facial expressions to show personal enthusiasm, energetic posture and gestures to accentuate points.
8. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of all students. See teacher work sample.			
A. Secures feedback and monitors progress throughout the lesson.	Minimal evidence of the planned monitoring of each student's progress, is seldom aware of those who need assistance and seldom provides it.	Some evidence of the planned monitoring of each student's progress, is sometimes aware of those who need assistance and sometimes provides it.	Clear evidence of the planned monitoring of each student's progress, is aware of those who need assistance and provides it.
B. Uses multiple assessment models and approaches aligned with achievement outcomes to assess student learning before, during, and after instruction.	Includes an assessment plan comprised of minimal multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that are aligned with achievement outcomes and are seldom developmentally appropriate. Seldom adapts assessments to accommodate students' needs and individual differences. Seldom provides rationales for assessments including validity, usability, and format.	Includes an assessment plan comprised of some multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that are aligned with achievement outcomes and are sometimes developmentally appropriate. Sometimes adapts assessments to accommodate students' needs and individual differences. Sometimes provides rationales for assessments including validity, usability, and format.	Manages learning using technology resources and includes an assessment plan comprised of multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments that are aligned with achievement outcomes and are developmentally appropriate. Adapts assessments to accommodate students' needs and individual differences. Provides rationales for assessments including validity, usability, and format.

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C. Uses assessment data to profile learning, communicate information about progress and plan future instruction.	Seldom provides an accurate and clear summary of students' performance on pre- and post-assessments; seldom uses assessment data to draw conclusions about the learning of all students on the achievement outcomes; seldom disaggregates data as needed to inform conclusions about student learning.	Sometimes provides an accurate and clear summary of students' performance on pre- and post-assessments; sometimes uses assessment data to draw conclusions about the learning of all students on the achievement outcomes; sometimes disaggregates data as needed to inform conclusions about learning.	Provides an accurate and clear summary of students' performance on pre- and post-assessments; uses assessment data to draw conclusions about the learning of all students on the achievement outcomes; disaggregates data as needed to inform conclusions about learning.
D. Analyzes formal assessment results.	Does not utilize standardized test data.	Attempts to interpret standardized tests to plan appropriate instruction for each student.	Interprets standardized tests to plan appropriate instruction for each student.
9. Reflects and evaluates the effects of choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally.			
A. Reflects on the instruction and learning in order to improve his/her teaching practice.	Following completion of the lesson, rarely describes the positive and/or negative aspects of the lesson as it relates to the goals and objectives minimally. Seldom draws conclusions about the extent to which the achievement outcomes were met and seldom cites evidence to support those conclusions; seldom discusses questions and issues the instructional sequence raised about teaching and learning; and seldom reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.	Following completion of the lesson, attempts to describe the positive and/or negative aspects of the lesson as it relates to the goals and objectives sometimes. Sometimes draws conclusions about the extent to which the achievement outcomes were met and sometimes cites evidence to support those conclusions; sometimes discusses questions and issues the instructional sequence raised about teaching and learning; and sometimes reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.	Following completion of the lesson, accurately describes the positive and/or negative aspects of the lesson as it relates to the goals and objectives. Draws conclusions about the extent to which the achievement outcomes were met and cites evidence to support those conclusions; discusses questions and issues the instructional sequence raised about teaching and learning; and reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.

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B. Demonstrates sense of efficacy.	Limitedly attempts to find ways to help all students and offers specific practical actions which have not been tried	Routinely attempts to find ways to help all students and offers specific practical actions which have not been tried	Consistently attempts to find ways to help all students and offers specific practical actions which have not been tried.
C. Participates in professional development opportunities.	Rarely seeks out and reflects upon professional development experiences.	Attempts to seeks out and reflects upon professional development experiences.	Seeks out and reflects upon professional development experiences.
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.			
A. Builds professional relationships.	Limitedly demonstrates knowledge of resources and/or attempts to communicate with colleagues to gain and share teaching insights and to coordinate learning activities for students.	Routinely demonstrates knowledge of resources and/or attempts to communicate with colleagues to gain and share teaching insights and to coordinate learning activities for students.	Consistently demonstrates knowledge of resources and attempts to communicate with colleagues to gain and share teaching insights and to coordinate learning activities for students.
B. Communicates with parents or guardians.	Limitedly demonstrates knowledge of the procedures used to communicate with parents/guardians about students and learning.	Routinely demonstrates knowledge of the procedures used to communicate with parents/guardians about students and learning.	Consistently demonstrates knowledge of the procedures used to communicate with parents/guardians about students and learning.
Demonstrates professional duties and responsibilities.	<ol style="list-style-type: none"> 1. Disregard of basic curriculum expectations for subject/class, does not consider prerequisite requirements. 2. Records, equipment, materials, or facilities are damaged, misused, or violated. 3. Does not take initiative for supervising learners in the school/class setting. 4. Inappropriate attire is worn in the professional setting. 5. Reluctant or unassuming with administrators, faculty, and support staff, and college/classroom supervisors. 6. Does not promote safe, healthy and ethical use of 	<ol style="list-style-type: none"> 1. Curriculum is followed but not substantial. 2. Takes precautions to protect records, equipment, materials, and facilities. 3. Assumes responsibility for supervising learners in the school/class setting. 4. Dresses appropriately. 5. Cooperates with administrators, faculty, and support staff, and college/classroom supervisors. 6. Promotes safe, healthy, and ethical use of technology resources. 7. To a minimal degree, complies with established university, college, department, school and state 	<ol style="list-style-type: none"> 1. Implements designated curriculum. 2. Takes precautions to protect records, equipment, materials, and facilities. 3. Assumes responsibility for supervising learners in out-of-class settings. 4. Dresses appropriately. 5. Cooperates with administrators, faculty, and support staff, and college/classroom supervisors. 6. Promotes safe, healthy, and ethical use of technology resources. 7. Consistently complies with established university, college, department, school and state policies including but not

	<p>technology resources.</p> <p>7. Does not comply with established university, college, department, school and state policies including but not limited to:</p> <ul style="list-style-type: none"> a does not conduct assigned classes at the time scheduled; b does not enforce regulations concerning student conduct and discipline; c is not punctual; does not submit all lessons and reports on time; d does not maintain appropriate lesson plans; e does not provide adequate information, plans, and materials for substitute teachers; f does not maintain accurate, complete, and appropriate records and files; does not record data in a timely fashion; g does not attend and participate in faculty meetings and other assigned meetings and activities according to school policy. <p>8. Rarely abides by the Georgia Professional Standards Commission (PSC) practices:</p> <ul style="list-style-type: none"> a Engages in unethical conduct with students. b Is responsible for or causes a breach in confidentiality 	<p>policies including but not limited to:</p> <ul style="list-style-type: none"> a conducts assigned classes at the time scheduled; b enforces regulations concerning student conduct and discipline; c is punctual; submits all lessons and reports on time; d maintains appropriate lesson plans; e provides adequate information, plans, and materials for substitute teachers; f maintains accurate, complete, and appropriate records and files; records data in a timely fashion; g attends and participates in faculty meetings and other assigned meetings and activities according to school policy. <p>8. Attempts to abide by the Georgia Professional Standards Commission (PSC) practices:</p> <ul style="list-style-type: none"> a Does not engage in unethical conduct with students. b Is aware of confidentiality regarding learners and their records and questions or refers/defers to those in authority when uncertain. c Does not engage in conduct involving 	<p>limited to:</p> <ul style="list-style-type: none"> a conducts assigned classes at the time scheduled; b enforces regulations concerning student conduct and discipline; c is punctual; submits all lessons and reports on time; d maintains appropriate lesson plans; e provides adequate information, plans, and materials for substitute teachers; f maintains accurate, complete, and appropriate records and files; records data in a timely fashion; g attends and participates in faculty meetings and other assigned meetings and activities according to school policy. <p>1. Abides by the Georgia Professional Standards Commission (PSC) practices:</p> <ul style="list-style-type: none"> a Does not engage in unethical conduct with students. b Does not breach confidentiality regarding learners and their records unless disclosure is required by law or is necessary for the personal safety of the student or others. c Does not engage in conduct
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	<p>regarding learners and their records unless disclosure is required by law or is necessary for the personal safety of the learners or others.</p> <p>c Engages in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.</p> <p>d Possesses, uses, or consumes alcohol, tobacco, or controlled substances on school premises or at school-sponsored activities.</p>	<p>dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.</p> <p>d Does not possess, use, or consume alcohol, tobacco, or controlled substances on school premises or at school-sponsored activities.</p>	<p>involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.</p> <p>d Does not possess, use, or consume alcohol, tobacco, or controlled substances on school premises or at school-sponsored activities.</p>
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