**Illinois State University**

**Elementary Education Program**

**Optional/Required Program Assessment 6: Clinical Practice Assessment & Reflection**

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| **ACEI** | **3.1, 3.2, 3.4, 3.5, 5.1** |
| **IPTS** | **1A, 1B, 1C, 1E, 1F, 1G, 1H, 1I, 1J*,* 1K, 1L, 2E, 2F, 2I, 2L, 2O, 2P, 2Q, 3A, 3E, 3N, 3O, 3P, 4A, 4B, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5O, 5R, 5S, 6C, 6Q, 6S, 8B, 8F, 8K, 8L, 8S, 9A, 9B, 9C, 9D, 9E, 9F, 9H, 9I, 9J, 9K, 9O, 9P, 9Q, 9R, 9S, 9T** |
| **RDI** | **IC1, IC3, IC4, IC5, EC1, EC2, EC3** |
| **Course Assessment is administered in** | **C&I 258** |
| **Date Developed/last Revised** | **5/09**  **Revised 12/18/12**  **Revised 7/1/14** |

**Assessment Guidelines/Task**

Clinical Reflection (TCH 258). To be evaluated by 258 instructors on LiveText . Clinical Cooperating Teachers will observe the lesson and complete a feedback form. Evidence of each part of the assessment must be uploaded in Livetext: the lesson plan, the feedback form from the lesson observation, and the post-reflection.

Candidates will submit the clinical documentation form signed by themselves and their Supervising Teacher to their TCH 257 instructor.

**PART 1: Lesson Planning.** Students will be required to develop an instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.  
  
**PART 2: Lesson Implementation**. Students will be required to work with their clinical cooperating teacher and TCH 258 course instructor to implement the activity developed on the clinical site.   
  
**PART 3: Post reflection**. Please develop a 2-3 page reflection on your lesson which addresses the following questions:

Describe your students.

* How did individual differences, background knowledge and experiences, family and community influence their learning?

How did you promote a supportive learning environment?

* In what ways did you foster positive relationships, cooperation among learners, student decision-making, and resolution of conflict?

How did student conversations reflect their learning?

* In what ways did your students engage in conversations related to their learning? Student to student? Student to adult?
* In what ways might your students have engaged in conversations related to their learning? Were opportunities missed to encourage and support this?

How did learning activities encourage cognitive engagement?

* What strategies were used to stimulate and encourage higher-level thinking?
* What barriers or obstacles, if any, were barriers to deeper cognitive engagement?
* What additional strategies might have been used to stimulate higher-level thinking skills?

The lesson plan for this assignment, the completed feedback form from your clinical cooperating teacher, and your post-reflection must all be uploaded in Livetext by the date specified by your TCH 258 instructor.

**Scoring Rubric**

| Elementary Ed NCATE Assessment Six Rubric (Revised 7/2/14) | | | | | | |
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| **IPTS & RDI Alignment** | **Standard/**  **Element** | **Exceeds** | **Meets** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **ELE 3.1.B**  **IPTS:** 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D  **RDI: E**C4, IC1, IC3 | **3.1.B** Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community | Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K- 6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired. | Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving. | Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches. | Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/ or plans for the use of a limited range of instructional approaches. |  |
| **ELE 3.2.A**  **IPTS:** 1A, 2E  **RDI:** EC1, EC4, IC2, IC3 | **3.2.A** Candidate understands how elementary students differ in their development | Candidate knows and understands how children differ in their development and can identify the multiple and varied influences on this. | Candidate knows and understands how children differ in their development and how this is influenced by special needs, culture, and family environment. | Candidate has a basic understanding of how children differ in their development. | Candidate has an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment. |  |
| **ELE 3.2.B**  **IPTS:** 1A, 2E **RDI:** EC1, EC4, IC2, IC3 | **3.2.B** Candidate understands how elementary students differ in their approaches to learning | Candidate knows and understands how individual experiences, talents, disabilities, prior learning and experiences, language, and culture influence elementary students’ learning. | Candidate knows and understands how individual experiences, disabilities, prior learning, and culture influence elementary students’ learning. | Candidate knows and understands basic influences on elementary students’ learning. | Candidate is unable to demonstrate understanding of how elementary students’ learning is influenced. |  |
| **ELE 3.4.C**  **IPTS:** 1K, 3H, 3K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5I, 5F  **RDI:** EC4, IC3, IC5 | **3.4.C** Candidate uses their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments | Candidate’s lesson planning and delivery creates learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities and uses appropriate and effective interpersonal and small- group communication techniques to create an effective learning environment. | Candidate’s lesson planning and delivery encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | Candidate’s lesson planning and delivery at times encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. | Candidate’s lesson planning and delivery does not create supportive learning environments in his/her classrooms. |  |
| **ELE 3.5.D**  **IPTS:** 4C, 5O, 5Q, 8B, 8G, 8N, 9G, 9S, 9T  **RDI:** EC2, EC4, IC5 | **3.5.D** Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction | Candidate’s lesson planning and delivery consistently invite K-6 students to initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction. | Candidate’s lesson planning and delivery use oral and written discourse between him/herself and K-6 students, and the students use discourse among themselves to extend students’ understanding of subject matter. | Candidate’s lesson planning and delivery occasionally use oral and written discourse between him/herself and K-6 students. | Candidate’s lesson planning and delivery do not effectively use oral and written discourse between themselves and K-6 students. |  |
| **ELE 3.5.C**  **IPTS:** 5O, 9G, 9S, 9T  **RDI:** EC2, EC4, IC5 | **3.5.C** Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ active inquiry | Candidate’s lesson planning and delivery consistently engage K-6 students in the use active inquiry and communication strategies in the classroom. | Candidate’s lesson planning and delivery present curriculum and model communication strategies that help K-6 students learn active inquiry; these strategies may include monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received. | Candidate’s lesson planning and delivery occasionally model communication strategies that help K-6 students learn active inquiry. | Candidate’s lesson planning and delivery do not model communication strategies that help K-6 students learn active inquiry. |  |
| **ELE 5.1.A**  **IPTS:** 1F, 9A, 9B, 9C, 9D, 9E, 9F, 9H  **RDI:** EC2, EC3, IC4 | **5.1.A** Candidate understands practices and behaviors that are characteristic of developing career teachers | Candidate demonstrates an understanding of the teaching professional codes of ethical conduct and an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates an awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidate demonstrates a beginning awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education. | Candidates do not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education. |  |
| **ELE 5.1.B**  **IPTS:** 1F, 9A, 9I, 9J, 9K, 9O, 9P, 9Q, 9R  **RDI:** EC2, EC3, IC4 | **5.1.B** Candidate applies practices and behaviors that are characteristic of developing career teachers | Candidate can work independently on a variety of disciplinary and pedagogical problems and responsibilities, focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances, can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population, can identify, access, and use technology- based resources in support of their professional development, and demonstrate a commitment to the professional codes of ethical conduct. | Candidate is able to work somewhat independently on a variety of disciplinary and pedagogical problems, to focus independent analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources, and demonstrates a commitment to the professional codes of ethical conduct. | Candidate is able to work on a variety of disciplinary and pedagogical problems with support, to focus analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances with support, to adapt to evolving issues and conditions as time and situations change, to identify, access, and use technology- based resources at a beginner’s level, and demonstrates a beginning-level commitment to the professional codes of ethical conduct. | Candidate cannot work independently on a variety of disciplinary and pedagogical problems, and/or lacks the ability to focus on independent analysis, and/or is not adaptable to evolving issues and conditions as time and situations change, and/or does not demonstrate a commitment to the professional codes of ethical conduct. |  |

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| **Cooperating Teacher Feedback/Lesson Observation Form** | |
| **Candidate Name:** | **Cooperating Teacher:** |
| **Lesson Observation Date:** | |
| Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community | |
| Comments /Feedback: | |
| Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; | |
| Comments /Feedback: | |
| Candidate understands how elementary students differ in their approaches to learning | |
| Comments /Feedback: | |
| Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments; | |
| Comments /Feedback: | |
| Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom | |
| Comments /Feedback: | |
| Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students’ collaboration and supportive interaction | |
| Comments /Feedback: | |
| Candidate understands practices and behaviors that are characteristic of developing career teacher | |
| Comments /Feedback: | |
| General Comments /Feedback: | |