EPP Candidate: Clinical Experience Course:

School: Subject/Level: Mid-term/Final:

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| (1, 2, 3, 4)\* | **I. PLANNING AND PREPARATION** | **Comments** on the EPP candidate’s growth in the area of **Planning** |
|  | A. Demonstrates knowledge of content and pedagogy |  |
|  | B. Demonstrates knowledge of learners |
|  | C. Sets instructional outcomes |
|  | D. Designs coherent instruction |
|  | E. Plans inclusive learning experiences |
|  | F. Designs assessments |
| (1, 2, 3, 4)\* | **II. THE CLASSROOM ENVIRONMENT** | **Comments** on the EPP candidate’s growth in the area of **Classroom Environment** |
|  | A. Creates inclusive, respectful, and supportive learning environments |  |
|  | B. Manages classroom procedures to ensure a safe, equitable environment that maximizes learning |
|  | C. Supports learners in maintaining shared classroom expectations |
|  | D. Creates a classroom culture that promotes belonging and inclusivity. |
| (1, 2, 3, 4)\* | **III. INSTRUCTION** | **Comments** on the EPP candidate’s growth in the area of **Instruction** |
|  | A. Articulates expectations |  |
|  | B. Uses a variety of instructional strategies |
|  | C. Engages all leaners |
|  | D. Implements inclusive learning experiences |
|  | E. Demonstrates flexibility and responsiveness |
|  | F. Uses appropriate forms of assessment in instruction |
|  | G. Uses developmentally appropriate technology, resources, materials and/or equipment to support learning |
| (1, 2, 3, 4)\* | **IV. PROFESSIONAL RESPONSIBILITIES** |
|  | A. Incorporates feedback from professionals | **Comments** on the EPP candidate’s growth in the area of **Professionalism** |
|  | B. Collects and analyzes data to inform decision-making |  |
|  | C. Maintains collaborative relationships with colleagues, school, and community |
|  | D. Engages in reflective practice (Recognizes own biases) |
|  | E. Demonstrates professional and ethical conduct |
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**\*See attached rubric for detailed performance level descriptions.**

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Signature (Teacher candidate): Signature (Clinical Educator or KSC Clinical Supervisor): Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric**

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| **DOMAIN I: PLANNING AND PREPARATION** | **Does Not Meet Standard**  **(1)** | **Progress Toward Meeting Standard**  **(2)** | **Meets Standard**  **(3)** | **Exceeds Standard**  **(4)** |
| **Sources of evidence could include unit/lesson plans, class observations, reflections, post- observation conferences** | | | | |
| **A. Demonstrates knowledge of content and pedagogy**  InTASC #4 Content Knowledge  NH DOE Ed 610.02.b.1 Content Knowledge | Candidate does not demonstrate understanding of the central concepts, skills, and structures of the content and relevant pedagogy that make the discipline accessible and meaningful for learners to assure mastery of the content. | Candidate demonstrates a beginning understanding of the central concepts, skills, and structures of the content and relevant pedagogy that make the discipline accessible and meaningful for learners to assure mastery of the content. | Candidate demonstrates understanding of the central concepts, skills, and structures of the content and relevant pedagogy that make the discipline accessible and meaningful for learners to assure mastery of the content. | Candidate demonstrates comprehensive understanding and thorough mastery of the central concepts, skills, and structures of the content and relevant pedagogy that make the discipline accessible and meaningful for learners to assure mastery of the content. |
| **B. Demonstrates knowledge of learners**  InTASC #1 Learner Development  NH DOE Ed 610.02.a.1 Learner Development  InTASC #2 Learning Differences  NH DOE Ed 610.02.a.2 Learner Differences | Candidate does not demonstrate knowledge of learners’ development; skills and abilities; prior knowledge; and/or personal and cultural backgrounds that ensure an inclusive and developmentally appropriate learning environment. | Candidate demonstrates a beginning knowledge of learners’ development, skills and abilities that ensure an inclusive and developmentally appropriate learning environment. | Candidate demonstrates knowledge of learners’ development; skills and abilities; prior knowledge; personal and cultural backgrounds that ensure an inclusive and developmentally appropriate learning environment. | Candidate demonstrates comprehensive knowledge of the range of learners’ development; prior knowledge; personal and cultural backgrounds; skills and abilities that ensure an inclusive and developmentally appropriate learning environment. |
| **C. Sets instructional outcomes**  InTASC #7 Planning for Instruction  NH DOE Ed 610.02.c.2 Planning for Learning Facilitation | Candidate does not establish observable and measurable goals and objectives that are aligned with relevant standards and evaluated with appropriate assessment opportunities. | Candidate establishes observable and measurable goals and/or objectives that are not consistently aligned with relevant standards and evaluated with appropriate assessment opportunities. | Candidate establishes observable and measurable goals and objectives that are consistently aligned with relevant standards and evaluated with appropriate assessment opportunities. | Candidate establishes observable and measurable goals and objectives that are consistently aligned with relevant standards, evaluated with appropriate assessment opportunities, and differentiated to meet learner needs. |
| **D. Designs coherent instruction**  InTASC #1 Learner Development  NH DOE Ed 610.02.a.1  Learner Development  InTASC #4 Content Knowledge  NH DOE Ed 610.02.b.1  Content Knowledge  InTASC #7 Planning for Instruction  NH DOE Ed 610.02.c.2 Planning for Learning Facilitation | Candidate does not plan a variety of learning activities that are aligned with goals and objectives, sequenced, differentiated, and promote the acquisition and application of knowledge, skills, and understanding in meaningful ways. | Candidate plans learning activities that are aligned with goals and objectives, and sequenced. | Candidate plans learning activities that are aligned with goals and objectives, sequenced, differentiated, and promote the acquisition and application of knowledge, skills, and understanding in meaningful ways. | Candidate plans a variety of learning activities that are aligned with goals and objectives, sequenced, differentiated, and promote the acquisition and application of knowledge, skills, and understanding in meaningful ways. |
| **E. Plans inclusive learning experiences** | Candidate does not acknowledge individual strengths, preferences, and needs to plan learning experiences that are inclusive of all learners. | Candidate acknowledges the individual strengths, preferences, and needs of learners and is developing the ability to plan learning experiences that are inclusive of all learners. | Candidate acknowledges the individual strengths, preferences, and needs of learners and is able to plan learning experiences that are inclusive of all learners. | Candidate embraces the individual strengths, preferences, and needs of learners and is able to plan and advocate for learning experiences that are inclusive of all learners. |
| **F. Designs assessments**  InTASC #6 Assessment  NH DOE Ed 610.02.c.1  Use of Assessment | Candidate does not plan for the use of assessment that aligns with instructional outcomes, engages learners, monitors progress, and guides instructional decision making. | Candidate plans for the use of assessment that aligns with instructional outcomes. | Candidate plans for the use of assessment that aligns with instructional outcomes, engages learners, monitors progress, and guides instructional decision making. | Candidate plans for the use of multiple methods of assessment that align with instructional outcomes, engage learners, monitors progress, and guide instructional decision making. |
| **DOMAIN II: THE CLASSROOM ENVIRONMENT** | **Does Not Meet Standard**  **(1)** | **Progress Toward Meeting Standard**  **(2)** | **Meets Standard**  **(3)** | **Exceeds Standard**  **(4)** |
| **Sources of evidence could include class observations, reflections, post-observation conferences** | | | | |
| **A. Creates inclusive, respectful, and supportive learning environments**  InTASC #3 Learning Environment  NH DOE Ed 610.02.a.3  Learning Environment | Candidate does not create inclusive, respectful, and supportive learning environments. | Candidate has demonstrated elements of inclusive, respectful, and supportive learning environments. | Candidate creates inclusive, respectful, and supportive learning environments. | Candidate creates inclusive, respectful, and supportive learning environments and can advocate for increasing opportunities for learners. |
| **B. Manages classroom procedures to ensure a safe equitable environment that maximizes learning** | Candidate does not manage classroom procedures to ensure a safe equitable environment that maximizes learning. | Candidate is working to consistently manage classroom procedures to ensure a safe equitable environment that maximizes learning. | Candidate manages classroom procedures to ensure a safe equitable environment that maximizes learning on a consistent basis. | Candidate manages classroom procedures to ensure a safe equitable environment that maximizes learning and is able to support other professionals in reaching this goal. |
| **C. Supports learners in maintaining shared classroom expectations** | Candidate does not maintain shared classroom expectations. | Candidate establishes shared classroom expectations but does not use them consistently. | Candidate establishes and communicates shared classroom expectations and uses them consistently to support learners. | Candidate establishes and communicates shared classroom expectations, uses them consistently to support learners, and collects data to determine additional supports. |
| **D. Creates a classroom culture that promotes belonging and inclusivity.** | Candidate does not create a classroom culture that promotes belonging and inclusivity. | Candidate is working to create a classroom culture that promotes belonging and inclusivity. | Candidate creates a classroom culture that promotes belonging and inclusivity. | Candidate creates a classroom culture that promotes belonging and inclusivity while advocating for greater opportunities across settings. |
| **DOMAIN III: INSTRUCTION** | **Does Not Meet Standard**  **(1)** | **Progress Toward Meeting Standard**  **(2)** | **Meets Standard**  **(3)** | **Exceeds Standard**  **(4)** |
| **Sources of evidence could include lesson/unit plans, regular class instruction, class observations, reflections, post-observation conferences** | | | | |
| **A. Articulates expectations** | Candidate does not articulate expectations. | Candidate is working on clearly and consistently articulating expectations. | Candidate is able to articulate expectations. | Candidate is able to articulate expectations and collect information to determine if learners are meeting expectations. |
| **B. Uses a variety of instructional strategies**  InTASC #8 Instructional Strategies  NH DOE Ed 610.02.c.3  Learning Facilitation Strategies | Candidate does not use a variety of instructional strategies beyond those established by the cooperating teacher. | Candidate uses a variety of instructional strategies to introduce and develop content knowledge and skill. | Candidate uses a variety of appropriate instructional strategies to introduce, develop and apply content knowledge and skill to meet the needs of all learners. | Candidate uses a variety of appropriate, creative, and challenging strategies to introduce, develop and apply content knowledge and skill to meet the needs of all learners. |
| **C. Engages learners**  InTASC #5 Application of Content  NH DOE Ed 610.02.b.2  Innovative Applications of Content  InTASC # 8 Instructional Strategies  NH DOE Ed 610.02.c.3  Learning Facilitation Strategies | Candidate does not engage regularly with learners during instruction. | Candidate engages learners using questioning and problem solving and is aware of the pacing of the learning experience. | Candidate engages learners in instructional opportunities using strategies such as questioning, application of knowledge, critical thinking, and creative problem solving, and is aware of the pacing and timing of learning experiences. | Candidate engages learners in instructional opportunities using strategies such as questioning, application of knowledge, critical thinking, creative problem solving, differentiation, and grouping and manages the pacing and timing of learning experiences. |
| **D. Implements inclusive learning experiences** | Candidate does not implement inclusive learning experiences. | Candidate is working to implement inclusive learning experiences on a consistent basis. | Candidate implements inclusive learning experiences on a consistent basis. | Candidate implements inclusive learning experiences and advocates for greater access across settings. |
| **E. Demonstrates flexibility and responsiveness**  InTASC #5 Application of Content  NH DOE Ed 610.02.b.2  Innovative Applications of Content | Candidate does not adjust lessons based on learner responses. | Candidate makes minor adjustments during lessons based on learner responses; candidate does not use data to inform flexibility and responsiveness in the lesson. | Candidate makes adjustments during lessons based on observation and provides responsive feedback to learners; candidate uses data to inform flexibility and responsiveness in the lesson. | Candidate makes substantial adjustments during lessons based on observation and assessment, and provides responsive feedback to learners; candidate uses data to inform flexibility and responsiveness in the lesson. |
| **F. Uses appropriate assessment in instruction**  InTASC #6 Assessment  NH DOE Ed 610.02.c.1  Use of Assessment | Candidate does not use developmentally appropriate formative and/or summative assessment during instruction. | Candidate uses developmentally appropriate formative and/or summative assessment during instruction to monitor learning. | Candidate uses a variety of developmentally appropriate formative and/or summative methods of assessment to monitor learning, and guide planning and instructional decision making. | Candidate uses a variety of methods of developmentally appropriate formative and/or summative assessment to monitor learning, guide planning and instructional decision making, and engage learners in the assessment process. |
| **G. Uses developmentally appropriate technology, resources, materials and/or equipment to support learning** | Candidate does not use developmentally appropriate technology, resources, materials and/or equipment to design, support, implement, and/or assess learning experiences | Candidate inconsistently uses developmentally appropriate technology, resources, materials and/or equipment to design, support, implement, and/or assess learning experiences. | Candidate uses developmentally appropriate technology, resources, materials and/or equipment to design, support, implement, and/or assess learning experiences. | Candidate uses developmentally appropriate technology, resources, materials and/or equipment to design, support, implement, and/or assess learning experiences and shares what works with other stakeholders. |
| **DOMAIN IV: PROFESSIONAL RESPONSIBILITIES** | **Does Not Meet Standard**  **(1)** | **Progress Toward Meeting Standard**  **(2)** | **Meets Standard**  **(3)** | **Exceeds Standard**  **(4)** |
| **Sources of evidence could include class observations, reflections, post-observation conferences** | | | | |
| **A. Incorporates feedback from professionals**  InTASC #9 Professional Learning and Ethical Practice  NH DOE Ed 610.02.d.1  Reflection and Continuous Growth | Candidate is not receptive to feedback from professionals. | Candidate accepts feedback from professionals, but there is little evidence to show how it is incorporated into subsequent lessons. | Candidate is receptive to feedback and incorporates suggestions into subsequent lessons. | Candidate seeks out feedback and incorporates new ideas and suggestions into subsequent lessons. |
| **B. Collects and analyzes data to inform decision-making** | Candidate does not collect learner data. | Candidate has a system to collect learner data but does not use the data to inform decision making. | Candidate has a system to collect learner data and uses a range of analytical techniques (e.g., qualitative and quantitative) to inform decision-making. | Candidate has a system to collect learner data; uses a range of analytical techniques (e.g., qualitative and quantitative) to inform decision-making and differentiate instruction; and shares that information with additional stakeholders to benefit the learner. |
| **C. Maintains collaborative relationships with colleagues, schools, families, and community**  InTASC #10 Leadership and Collaboration  NH DOE Ed 610.02.d.2  Collaboration | Candidate does not maintain mutually supportive and cooperative relationships. | Candidate maintains cordial relationships with colleagues and within the school to fulfill required responsibilities. | Candidate maintains mutually supportive and cooperative relationships with colleagues within the schools, with families, and with the community to fulfill required responsibilities, seeking leadership opportunities where available. | Candidate takes the initiative to maintain mutually supportive and cooperative relationships with colleagues within the schools, with families, and with the community, seeking and/or creating leadership opportunities where available. |
| **D. Engages in reflective practice**  InTASC #9 Professional Learning and Ethical Practice  NH DOE Ed 610.02.d.1  Reflection and Continuous Growth | Candidate does not use reflection and learner data to analyze and guide instructional decision making, and adjust instruction. | Candidate reflects on own practice to analyze and guide instructional decision making, and adjust instruction. | Candidate reflects on own practice and uses evidence to analyze and guide instructional decision making, and adjust instruction. | Candidate initiates the use of reflection and evidence to analyze and guide instructional decision making, and adjust instruction. |
| **E. Demonstrates professional and ethical conduct** | Candidate does not demonstrate professional and ethical conduct. | Candidate is working to demonstrate professional and ethical conduct. | Candidate demonstrates professional and ethical conduct. | Candidate demonstrates professional and ethical conduct and promotes their use across settings. |