3.4.g – Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals (Cross reference as appropriate from assessment available in AIMS or submitted as exhibits in Standard 1)

The Office of Clinical Experiences (OCE) provides guidance and oversight for field experiences and clinical practice with an emphasis on ITP’s. Assessments and criteria include:

- **Field Experiences (Practicum) Assessment:**
  - Placement Verification Form

- **Clinical Practice (Internship) Assessments:**
  - Teacher Candidate Evaluation Rubric
  - Certificate of Teaching Capacity
  - University Supervisor Grading Grid

**Dispositions Survey (also noted in Standard 1)**
This instrument is used to evaluate the candidate’s dispositions for teaching. Three versions of the survey are completed during a candidate’s preparation program. Firstly, Dispositions A form is completed by the candidate as a self-assessment during the Early Experience course. The clinical teacher uses Dispositions B form of the survey to assess the candidate’s dispositions after the first semester of the internship. A final assessment, Dispositions C form is completed by the University Supervisor at the end of the internship experience. Candidates are expected to score a 4 (= disposition is present) on each item.

**Final Progress Report (also noted in Standard 1)**
The Final Progress Report is completed by the University Supervisor near the end of the second semester of the teaching internship. This version of the progress report was introduced in AY 2010-11. The progress report consists of 48 items in six categories: Professional Dispositions and Relationships; Classroom Climate and Culture; Instructional Planning; Implementation of Instruction; Classroom Management; and Impact of Student Learning. Assessment items are aligned to the NCPTS. For each item, the candidate receives a score as follows: 1 = Below Proficient; 2 = Proficient; and 3 = Above Proficient. Candidates must score Proficient or Above Proficient on each item in order to pass the final progress report.

**edTPA (also noted in Standard 1)**
The edTPA is a pre-service performance assessment designed to determine a teacher candidate’s readiness to teach. The edTPA requires the teacher candidate to plan, instruct and assess a 3 to 5 hour learning segment while developing an electronic portfolio detailing evidence of teaching competency. There are 27 subject-specific versions of the assessment. The assessment is completed during the second semester of the teaching internship. Faculty members are trained to evaluate the portfolio using a set of 15 analytic rubrics. The edTPA Handbook for Elementary Literacy is provided as a sample.
Candidates in Advanced programs are often experienced, practicing teachers completing course embedded field experiences within their own classrooms.

Assessments for programs accredited by specialty professional associations are available in AIMS.