O&M Candidate Field Experience Growth and Evaluation Handbook

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Section I: Consistent Protocol for usage

The O&M candidate field experience evaluation (FE) at Portland State University is used to evaluate current levels of performance and identify areas of development/growth.

Frequency of Evaluations

The evaluation cycle is an ongoing process throughout a O&M candidate's program and the 4 practicum experiences. O&M candidates are evaluated using this instrument once per term (final). Each term's final Field Evaluation serves as a Summative Evaluation for that term, and a checkpoint indicating the candidate's progress in the program. Candidates who do not demonstrate adequate progress may or may not continue to the next field experience, and/or in the program depending on the program's expectations and individual circumstances. The steps taken for candidates who do not demonstrate adequate progress are outlined in Section III: Steps for Struggling Candidates.

Using the Field Experience Evaluation

The evaluation of the O&M candidate is designed to be a collaborative process in which the O&M Cooperating Professional (CP), University Supervisor (US), and O&M Candidate (C) participate in the evaluation of the candidate and the development of goals for future learning.

Step 1: The Cooperating Professional, O&M Candidate, and University Supervisor each complete an evaluation of the candidate's skills. See Section II: Score Decision Making Rules for more information.

Step 2: The group (C, CP, and US) meets to discuss their evaluation and areas of growth. The group seeks a consensus score and agreement on strengths, areas for development and goals. According to your program's requirements, either the Cooperating Professional and University Supervisor will enter the evaluation scores individually, or the team will come to consensus and the University Supervisor will enter one evaluation in the electronic record D2L.

Step 3: The team determines whether the overall section ratings and the Cooperating Professional and University Supervisor reports indicate the candidate is/is not making adequate progress (see below) according to program's expectations outlined in their field experience handbook.

Summary of the Evaluation: The candidate has demonstrated skills required to continue in the program, or complete the program if this is the final evaluation.

❍ Yes ❍ Yes w/ reservations (see Goals and Action Plan) ❍ No

Based on the Evaluation data identify goals and actions for continuing focus and development.

Section II: Score Decision Making Rules

Field Experience Evaluations assess O&M Candidate progress each term of the 4 (3 credit) courses in the O&M Practicum. The Field Experience Evaluation is based on the 10 InTASC Standards (i.e., the TSPC Preliminary Teacher Licensure Standards), and have been mapped to the Danielson Framework for Teaching and the COE Conceptual Framework and Dispositions (see Standards Map). The items are organized into the following six sections:

1. Professional Dispositions
2. Professional Collaboration
3. Learning Environment
4. Instructional Design
5. Monitoring Student Learning
6. Instructional Strategies

Each section encompasses individuals items that represent essential constructs relating to the overall section. Each item is evaluated in one of the four performance categories: "Beginning", "Emerging," "Proficient," and "Exemplary." ***Proficient is the target performance for an O&M candidate by the end of their program.***

Individual programs have identified which sections are evaluated which terms according to their program calendar. Supervisors should refer to the COE Supervisor Website to ensure use of the accurate and most up to date form and cover sheet each term.

Guidelines for rating the performance of O&M Candidate

The evaluation is designed to capture the development of O&M candidates over the course of their program, and align with district professional evaluation systems. Evaluators should utilize a growth-based evaluation model. The expectation is that supervisors, candidates and cooperating teachers accurately identify the candidate's *current place in the development continuum* at each evaluation and use the tool as guidance and feedback. In sum, candidates typically move from "Beginning" and "Emerging," to "Proficient" for most items during their year in the program. "Exemplary" performance, which captures a very advanced level of skill, may possibly be demonstrated toward the end of the program in a few items, but is considered an exception not the rule.

Calculating Overall Results

Each section requires an overall score of "Beginning," "Emerging," "Proficient," or "Advanced." The overall score should represent the sub-scores of all the items in that section generally - think of it as an *average* score for the section.

How to read the Field Evaluation Rubric:

1. First, read the section header and guiding questions to frame your assessment of the candidate's skills. (e.g., Professional dispositions and responsibilities, *How does the candidate engage in ethical and professional behaviors*?)
2. Next, read each item starting in the first column which identifies the item construct (e.g., 1.a. Exhibits Professionalism)
    a. For more information on what each construct represents, consult the standards map and/or the "Look-Fors" from the InTASC standards in the Field Evaluation Handbook
3. Then, read the "Proficient" performance category description of the item to understand the target. From there, read "Emerging" and "Exemplary," focusing on the italics in each to identify the differing expectations at each level.

3.d. Maximizes instruction and resources (time, space materials) NA	Use of instructional time is unsuitable for instructional purposes and/or disorganized.	Uses instructional time in a manner that is relatively organized and well-paced.	Maximizes instructional time through effective pacing and coordination of resources.	Engages learners at high levels through effective coordination of resources
Overall Performance:	**Beginning**	**Emerging**	**Proficient**	**Exemplary**

How to select the performance level

- Evaluate each line-item within designated sections for that field experience
- Pay careful attention to the wording in each rubric description. Descriptions that include the word "AND" require all elements to be in place; while descriptions that offer an "AND / OR" option allow for either or both of the criteria to be present
- Italics highlight the key differences between performance levels
- When selecting a performance level, the candidate must be demonstrating all the indicators in that description (except in the case of the "OR" rule listed above)
- When selecting the performance level "Exemplary," the candidate must be demonstrating all the indicators in the description in addition to demonstrating what is written in the proficient description.
    - Some "Exemplary" items are additive, indicated by the "Proficient AND" statement, while others are more sophisticated demonstrations of the construct

Data Entry

- When completing the evaluation in D2L, complete all required sections including each line item relevant for that field experience, and the overall section scores
- Use the guidelines in this handbook to choose which items to leave blank or use NA
- Choose a single performance category by selecting the radio button, **do not enter numeric scores**
- Enter all narrative comments into the appropriate boxes

When to leave blank or use the NA option:

- Blank - leave an item blank (enter no score) if the item was not expected to be evaluated during that evaluation period/term.

When entering scores into D2L, remember that once you click on a score or NA, the item cannot be left blank. To leave an item blank after you have accidentally entered a score, restart the form entry (do not save).

- NA - Not Applicable/Available is used when the candidate was not provided with an opportunity to demonstrate the skill in the evaluation period and so there is not enough evidence to evaluate. In instances where a candidate has not demonstrated a skill because they have not taken advantage of opportunities, the appropriate performance category would be Beginning." *NA should be accompanied by a plan to create an opportunity for the candidate to demonstrate the skill within the next evaluation period.*

Performance level expectations and meanings:

- Beginning
    - Indicates the candidate needs additional practice, work or support
    - Must be accompanied by comments or goals
    - Require the US, CP and/or Program Coordinator offer guidance, support and/or a plan of assistance (See "Support for Struggling Students" Section III below);
    - Are appropriate in *early field experiences* and candidates should demonstrate movement to "emerging" within a term to continue in the program.
- Emerging
    - Indicates candidate is actively acquiring/attempting to demonstrate that skillset, is receptive to feedback, s/he is initiating opportunities to engage in learning
    - Should be accompanied by comments or goals
    - Are appropriate for candidates in the early stages of field experiences (i.e. practica)
    - Are acceptable in rare occasions on final field evaluation at the end of the program
- Proficient
    - Indicates candidate is demonstrating that skillset at the level of a novice O&M, or O&M candidate ready to complete their program; at/near the point where they are ready to assume the roles and responsibilities of novice professional who is ready to sit for the ACVREP COMS examination.
    - Are appropriate after some practice (mid-year) and toward the end of the program
    - Are expected on almost all items by program completion
- Exemplary
    - Indicates the candidate is demonstrating that skillset at the level of an experienced O&M
    - Are appropriate after sufficient practice toward the end of the program

Section III: Steps for Struggling Candidates

Cooperating Professional and University Supervisor coaching are necessary for all candidates to develop their skills as a O&M Specialist. When a candidate struggles to perform despite regular and persistent coaching, the University Supervisor will raise the concern with the Program Coordinator. In collaboration, the team of faculty will work with the Cooperating Professional and the O&M Candidate to remedy issues of concern. Next steps could include any of the following:

- Discuss concerns with candidate and make informal plan for improvement
- Change of placement
- Referral to Student Affairs committee
- Formal Plan for Improvement/plan of assistance
- Extended time in the program; additional field experience
- Exit the program

Plan for Improvement - Contact your program for details about how to initiate a Plan for Improvement

A Plan for Improvement is intended to assist the O&M candidate who is having difficulty demonstrating adequate progress and/or proficiency in one of the performance standards sections of the Field Evaluation rubric.

An evaluator may place an O&M Candidate on a Plan for Improvement, when a candidate has an unsatisfactory evaluation, or at any time a performance area needs remediation. The Plan for Improvement will include assistance from one or more of the following: Cooperating Professional, University Supervisor, and/or University faculty. In addition, Cs may be asked to take coursework and/or participate in specific training that is designed to build their skills.

The procedures for placing a C on a Plan for Improvement are:

1. The CP and/or US will notify the O&M Program Coordinator of the C's need for a plan
2. C will receive written and verbal notification when a Plan for Improvement is being developed
3. A written plan will be documented
4. At the conclusion of the Plan for Improvement, the Program Coordinator will make one of the following recommendations:
    - Problem/need resolved
    - The C is making progress, but has not yet met the goal of the Plan for Improvement
    - The C has shown no progress and the problem(s) have escalated or remain unresolved

If an O&M Candidate does not improve, s/he may continue with coursework, repeat a Field Experience, and/or be terminated from the program. This would typically be done, however, following multiple observations with post-observation discussions and feedback.

Glossary of Terms

This glossary includes terms and definitions outlined by InTASC, as well as field-based terms developed by Portland State University program faculty.

Academic Language
Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Assessment
Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment
Formative assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, use of assessment evidence to make adjustments to teaching and learning, self and peer assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Summative Assessment
Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress).

Authentic/Performance Tasks
Authentic/performance tasks involve challenges that connect to students' real world. Students are asked to construct their own unique responses and apply their knowledge, understanding and

proficiency. Authentic/performance tasks help students rehearse for the complex ambiguities of the "game" of adult and professional life.

Collaboration

Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Content Knowledge

Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways. First, it incorporates the notion of "pedagogical content knowledge," which blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations. Second, it includes connections to other disciplines and the development of new, interdisciplinary areas of focus such as civic literacy, environmental literacy, and global awareness. Third, the notion of content knowledge is further extended to include cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts.

Cross-Disciplinary Skills:

1. Allow learners to probe content deeply (e.g., reading comprehension, critical thinking)
2. Connect academic disciplines to one another (e.g., problem solving)
3. Can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis)
4. Should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural Relevance

Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data and Use of Data

Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to:

1. Learner demographics and background information
2. Documented information about learning needs and prior performance
3. Learner class work, homework, and other formal and informal works produced by the learner

4. Progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations
5. End-of-unit teacher-developed tests or summative performances and course grades, and 6) external test scores

Using data in instructional decision-making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision-making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

Diverse Learners and Learning Differences

Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes.

Diversity

Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Inclusive Learning Environment

Inclusive learning environments are welcoming and accepting of each and every learner, including those who are vulnerable to marginalization and exclusion, and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion incorporates and expands the concept of inclusion that is most frequently associated with the goal of equal access to general education for students with disabilities. Inclusive 22 InTASC Model Core Teaching Standards approaches embrace diversity; provide access to high-level knowledge, skills, and application for every student; adapt instruction to meet individual needs; encourage co-teaching and collaboration among general and resource educators; foster collaboration with families and community members; maintain high expectations of all students; and support student achievement and growth.

Leadership

Leadership in this document refers to attributes of the teacher that include but are not limited to:

1. A view of the teacher's role in education as multifaceted
2. A keen sense of ethical responsibility to advance the profession while simultaneously advancing knowledge, skills, and opportunities for each learner

3. A deep commitment to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning
4. A willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title
5. A recognition of when to lead and when it is appropriate to allow others to lead
6. Knowledge of when and how to marshal a variety of stakeholders to work toward a common cause
7. An ability to regularly garner resources, both human and other, for the betterment of the students and the school
8. The ability to make sound decisions based on the appropriate use and interpretation of quality data and evidence. Teacher leaders function well in professional communities, contribute to school improvement, and inspire their students and colleagues to excellence.

Learning Environment

A learning environment is a complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting—whether traditional classroom, community-based, virtual, or other alternative format—a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. Learning environments can be created in varied settings, and the traditional classroom environment itself can be stretched to become more experiential and technology-rich. Technology can engage learners with experts and fellow learners around the world, providing access to authentic problems and real-world applications The development of technology-enriched learning environments can enable learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Learning Progressions

Learning progressions are descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers' formative assessment practices and help teachers use learners' prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners' misconceptions as productive steps on the way to full understanding.

Professional Development and Professional Learning

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school

improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision making. Thus, professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework for guiding educational practice. UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning. UDL implementation:

A. Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
B. Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

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