

## **Summary- Design, Implementation, and Evaluation of Field Experiences and Clinical Practices**

### Data Outcomes

Overall, the mean scores from the comprehensive tool, the Assessment of Classroom Teaching were in the proficient scoring area indicating that candidates demonstrate a comprehensive knowledge and understanding of the elements. The COE will maintain a target of proficient while continuing to apply best practices, sound pedagogy, and state aligned standards. Candidates consistently apply the element in a field setting. The candidates skillfully integrate elements into an overall lesson. Candidates critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction (as stated on the assessment and rating rubric of the Assessment of Classroom Teaching).

### Enhancing Performance

The behavioral descriptors on the Assessment of Classroom Teaching (ACT) tool are indicators of the kinds of behaviors expected of candidates who understand pedagogical content knowledge. The ACT instrument is aligned to NNMC's Conceptual Framework (Ex. 2.3.a.13), INTASC Standards (Ex. 4.1.a.2), and PED Entry-level teacher competencies (Ex. 4.1.a.1). The tool uses a rubric that measures with the following 4-point scale: (1) Basic, (2) Developing, (3) Proficient, and (4) Advanced. Proficient is the target and maintains that a teacher candidate will demonstrate substantial knowledge and understanding of the element; the candidate demonstrates the ability to apply the element in the classroom setting and is able to assess student learning and evaluate teaching performance (Ex. 3.3.g.1). The ACT tool is used by the College Supervisor and Mentor Teacher to assess the candidate at various points through the field placement experience.

Consistent mean scores over the past two years were 3.17, 3.12, and 3.09 in the following indicator areas: Feedback is consistently high quality and provided in a timely manner; Communicates clearly and accurately in oral and written language; Uses skillful questioning/discussion techniques to engage students in learning; Monitors student learning through feedback from students; Provides timely and accurate feedback to students; Candidate models and makes available for students technology tools to demonstrate learning, tools such as spreadsheets, databases, presentation software, webpage development software, online resources (Ex. 3.3.g.1). The Field Placement Committee changed policies and procedures (reflected in the COE Handbook), course requirements, course syllabi, and assessment tools. The Student Learning Outcomes targets many of the indicators as well and include: 1. Ability to communicate clearly and effectively 2. Ability to think critically through analytical, inventive and creative means. 3. Demonstrate commitment to address cultural, social, and ethical responsibilities. 4. Demonstrate Proficiency in the use of Current Technology and Innovation (Ex. 2.1.c.2 Master Course Syllabi page 4 SLOs).

The Field Disposition Checklist form (Ex. 2.3.a.Field) consists of attributes and characteristics that are grounded in NNMC's Teacher Education Conceptual Framework which strives to help teacher candidates develop the dispositions of fairness and equity, a belief that all students can learn, and ethical behavior. The scoring Rubric is a 4-point scale with the following scores: (4) Exemplary, (3) Acceptable, (2) Needs remediation

conference with faculty, (1) Unacceptable. Further action may be taken, which may include a Candidate Growth Plan (Ex. 2.1.c.4).

The revised Field Disposition Checklist (Ex. 2.3.a.3 Field) form revealed mean scores of 3.4 and 3.2 over the past year in the area of “Reflective Practitioner” (Ex. 3.3.g.2). The areas reflected by “Reflective Practitioner” are: Takes initiative to find solutions and solve problems; Uses data to improve instruction and/or to modify lesson “in progress” when needed; Takes accountability for actions; Helps facilitate less motivated or struggling students; Goes above and beyond minimum requirements; Works and handles responsibilities independently; improvises when needed; Researches different and most effective teaching styles; Identifies areas for growth; and Solicits feedback and makes improvements. While this is a proficient score, the score is on the lower end and was the lowest of all mean scores. In response, the NNMC Lesson Plan was created and contains an area for candidates to reflect on practice with every lesson they create (Ex. 2.3.a.10 Lesson Plan - Reflective Practitioner).