Level III Evaluation Information

The Level III Field Experience is designed to immerse teacher candidates into a P-12 classroom for two full weeks in the semester prior to student teaching. This clinical opportunity provides DSU faculty and P-12 educators an opportunity to evaluate the teacher candidates' preparedness to participate in the student teaching experience. The students are rated in six categories outlined in the DSU conceptual framework: knowledge (content & pedagogy), planning and preparation, instruction and assessment, managing the environment, technology, and professionalism. In addition to the DSU COE Conceptual Framework, the Level III Evaluation Form is aligned to the InTASC Standards. The Level III experience is evaluated by the clinical faculty member (cooperating teacher) using the Level III Evaluation Form. Both the university supervisor and the Director of Field Experiences review the completed evaluation.

The Level III Field Experience Evaluation is offered as evidence in support of meeting Standard: 1.1, content and pedagogical knowledge, and 1.5, the application of technology; 2.3, Clinical Partnerships and Practice; 3.3 and 3.4, Candidate Quality, Recruitment, and Selectivity; 4.2, Indicators of Teaching Effectiveness; and 5.1, Provider Quality Assurance and Continuous Improvement, as well as the cross-cutting themes of diversity and technology.

All items are rated on a rubric using the descriptors of Below Basic (0), Basic (1), Proficient (2) and Distinguished (3).

Level III Field Experience Rating Scale			
Below Basic (0)	**Basic (1)**	**Proficient (2)**	**Distinguished (3)**
• The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	• The teacher candidate appears to understand the requirements but the response is incomplete and or incorrect in someway	• The teacher candidate clearly understands the concepts underlying the component and implements it well.	• The teacher candidate at this level produces exemplary work.

Cooperating teachers fill out the evaluation form upon completion of the two-week field experience. A sample from the Level III Evaluation form follows. A check mark is placed in the appropriate descriptor column using the rating scale above. This pattern is used throughout the document for all teaching majors.

Descriptors: (0) Below Basic, (1) Basic, (2) Proficient, (3) Distinguished				
I. KNOWLEDGE (INTASC / COE STANDARDS: 1, 2, 3, 4, 7, 8, 10)	**0**	**1**	**2**	**3**
A. Demonstrates knowledge of subject matter				
B. Brings in relevant information/material beyond what is in textbook				
C. Able to answer student questions				
D. Other:				

Data for the three most recently completed academic years follows. While an option to insert a score for "Other" is included in each section, few clinical faculty use this option, as only four tallies are noted over a 3-year period, with three being scored as 'Distinguished" and one as "Below Basic". Such insertions are generally accompanied by a comment on the form.

I. Knowledge	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin-guished	N	No Response
A. Demonstrates knowledge of subject matter	2012-13	0	0.00%	1	1.47%	36	52.94%	31	45.59%	0	0.00%
	2013-14	0	0.00%	3	2.97%	57	56.44%	41	40.59%	0	0.00%
	2014-15	0	0.00%	1	1.00%	60	60.00%	38	38.00%	1	1.00%
B. Brings in relevant information/material beyond what is in textbook	2012-13	0	0.00%	0	0.00%	24	35.29%	44	64.71%	0	0.00%
	2013-14	0	0.00%	3	4.41%	38	55.88%	27	39.71%	0	0.00%
	2014-15	1	1.30%	1	1.30%	45	58.44%	29	37.66%	1	1.30%
C. Able to answer student questions	2012-13	0	0.00%	1	1.47%	26	38.24%	41	60.29%	0	0.00%
	2013-14	0	0.00%	1	0.99%	60	59.41%	40	39.60%	0	0.00%
	2014-15	0	0.00%	1	1.00%	57	57.00%	41	41.00%	1	1.00%
D. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	0	0.00%	0	0.00%	0	0.00%	1	0.99%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Totals	1	0.13%	12	1.60%	403	53.59%	333	44.28%	3	0.40%

Discussion: As a review of the Level III Evaluation Form will confirm, the instrument is aligned with InTASC standards (CAEP standard 1.1). In addition, the specific wording of item I.A and I.C and the high marks achieved (98% Proficient or Distinguished) confirms that clinical faculty have observed performance reflective of content knowledge.

II. Planning and Preparation	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin-guished	N	No Response
A. Considers learning styles of students	2012-13	0	0.00%	2	2.94%	35	51.47%	31	45.59%	0	0.00%
	2013-14	0	0.00%	2	1.98%	62	61.39%	36	35.64%	1	0.99%
	2014-15	0	0.00%	3	3.00%	59	59.00%	35	35.00%	3	3.00%
B. Incorporates a variety of instructional strategies	2012-13	0	0.00%	2	2.94%	24	35.29%	42	61.76%	0	0.00%
	2013-14	0	0.00%	4	3.96%	55	54.46%	41	40.59%	1	0.99%
	2014-15	1	1.00%	4	4.00%	56	56.00%	35	35.00%	4	4.00%
C. Plans a variety of assessment	2012-13	0	0.00%	3	4.41%	36	52.94%	29	42.65%	0	0.00%
	2013-14	0	0.00%	6	5.94%	68	67.33%	22	21.78%	5	4.95%
	2014-15	1	1.00%	9	9.00%	55	55.00%	27	27.00%	8	8.00%
D. Adapts and modifies lessons for students with special needs	2012-13	0	0.00%	1	1.47%	34	50.00%	30	44.12%	3	4.41%
	2013-14	0	0.00%	3	2.97%	66	65.35%	26	25.74%	6	5.94%
	2014-15	0	0.00%	6	6.00%	60	60.00%	26	26.00%	8	8.00%
E. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	1	1.00%	0	0.00%
	Totals	2	0.19%	45	4.18%	610	56.64%	381	35.38%	39	3.62%

Discussion: Pedagogical skills included in CAEP standard 1.1 (InTASC standards 2, 6, 7 and 8) are reflected in the items above, as well as those in CAEP standard 4.2 (…that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve). Over half of the completers received scores of Proficient (2) in the level III placement, with over one-third receiving a rating of Distinguished (3). Attention to the diversity of student needs in the classroom is also noted.

III. Instruction and Assessment	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin-guished	N	No Response
A. Links instruction to prior learning	2012-13	0	0.00%	1	1.47%	27	39.71%	40	58.82%	0	0.00%
	2013-14	0	0.00%	4	5.88%	37	54.41%	27	39.71%	0	0.00%
	2014-15	0	0.00%	2	2.60%	43	55.84%	32	41.56%	0	0.00%
B. Provides lesson closure	2012-13	0	0.00%	4	5.88%	40	58.82%	24	35.29%	0	0.00%
	2013-14	0	0.00%	7	10.29%	36	52.94%	25	36.76%	0	0.00%
	2014-15	0	0.00%	4	5.19%	51	66.23%	22	28.57%	0	0.00%
C. Provides appropriate feedback to students	2012-13	0	0.00%	0	0.00%	27	39.71%	41	60.29%	0	0.00%
	2013-14	0	0.00%	4	3.96%	51	50.50%	46	45.54%	0	0.00%
	2014-15	0	0.00%	2	2.00%	62	62.00%	36	36.00%	0	0.00%
D. Facilitates factual recall, critical thinking and problem solving	2012-13	0	0.00%	0	0.00%	37	54.41%	31	45.59%	0	0.00%
	2013-14	0	0.00%	2	2.94%	41	60.29%	23	33.82%	2	2.94%
	2014-15	0	0.00%	0	0.00%	51	66.23%	25	32.47%	1	1.30%
E. Assessment is consistent with lesson objectives	2012-13	0	0.00%	3	4.41%	32	47.06%	32	47.06%	1	1.47%
	2013-14	0	0.00%	1	1.47%	43	63.24%	23	33.82%	1	1.47%
	2014-15	0	0.00%	2	2.60%	43	55.84%	30	38.96%	2	2.60%
F. Reflects on his/her own instruction	2012-13	0	0.00%	0	0.00%	21	30.88%	46	67.65%	1	1.47%
	2013-14	0	0.00%	7	6.93%	46	45.54%	48	47.52%	0	0.00%
	2014-15	0	0.00%	1	1.00%	52	52.00%	44	44.00%	3	3.00%
G. Exhibits an awareness of teachable moments	2012-13	0	0.00%	3	4.41%	32	47.06%	33	48.53%	0	0.00%
	2013-14	0	0.00%	6	8.82%	42	61.76%	20	29.41%	0	0.00%
	2014-15	0	0.00%	3	3.90%	45	58.44%	28	36.36%	1	1.30%
H. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Totals	0	0.00%	56	3.49%	859	53.59%	676	42.17%	12	0.75%

Discussion: Section III extends the content of section II (planning and preparation) by actually putting plans into place in the classroom. Again, the pedagogical skills included in CAEP standard 1.1 (InTASC standards 2, 6, 7 and 8) are reflected in the items above, as well as those in CAEP standard 4.2 (…that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve). Over half of the completers received scores of Proficient (2) in the level III placement, with over one-third receiving a rating of Distinguished (3).

IV. Managing the Environment	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin-guished	N	No Response
A. Provides a safe and positive learning environment	2012-13	0	0.00%	0	0.00%	19	27.94%	49	72.06%	0	0.00%
	2013-14	0	0.00%	1	1.47%	32	47.06%	35	51.47%	0	0.00%
	2014-15	0	0.00%	0	0.00%	38	49.35%	39	50.65%	0	0.00%
B. Displays sensitivity to and respects learners	2012-13	0	0.00%	0	0.00%	48	45.71%	57	54.29%	0	0.00%
	2013-14	0	0.00%	0	0.00%	21	30.88%	47	69.12%	0	0.00%
	2014-15	0	0.00%	2	1.98%	45	44.55%	54	53.47%	0	0.00%
	2012-2013	0	0.00%	0	0.00%	52	52.00%	48	48.00%	0	0.00%
C. Encourages appropriate behaviors	2012-13	0	0.00%	1	1.47%	24	35.29%	43	63.24%	0	0.00%
	2013-14	0	0.00%	3	2.97%	57	56.44%	41	40.59%	0	0.00%
	2014-15	0	0.00%	1	1.00%	54	54.00%	45	45.00%	0	0.00%
D. Keeps students academically engaged	2012-13	0	0.00%	0	0.00%	24	35.29%	44	64.71%	0	0.00%
	2013-14	0	0.00%	5	7.35%	37	54.41%	26	38.24%	0	0.00%
	2014-15	0	0.00%	2	2.60%	50	64.94%	25	32.47%	0	0.00%
E. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	1	1.30%	0	0.00%
	Totals	0	0.00%	15	1.40%	501	46.82%	554	51.78%	0	0.00%

Discussion: Section IV addresses classroom management skills and requires demonstration of a variety of strategies and techniques that engage students and promote positive behaviors while maintaining an environment reflective of sensitivity and respect. Classroom rules, procedures and the lesson presentation all contribute to an environment that is physically and emotionally safe, while engaging learners in content that is age and developmentally appropriate. This aligns to InTASC standard 3, which would connect it to CAEP 1.1

V. Technology	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin-guished	N	No Response
A. Implements technology to enhance instruction	2012-13	0	0.00%	1	1.47%	30	44.12%	34	50.00%	3	4.41%
	2013-14	0	0.00%	1	1.47%	38	55.88%	27	39.71%	2	2.94%
	2014-15	0	0.00%	7	9.09%	41	53.25%	24	31.17%	5	6.49%
B. Applies technology to increase teacher productivity	2012-13	0	0.00%	1	1.47%	30	44.12%	36	52.94%	1	1.47%
	2013-14	1	0.98%	5	4.95%	54	53.47%	36	35.64%	6	5.88%
	2014-15	0	0.00%	4	4.00%	58	58.00%	28	28.00%	10	10.00%
C. Uses technology to explore global settings	2012-13	0	0.00%	3	4.41%	36	52.94%	27	39.71%	2	2.94%
	2013-14	0	0.00%	3	4.41%	40	58.82%	22	32.35%	3	4.41%
	2014-15	1	1.30%	5	6.49%	48	62.34%	20	25.97%	3	3.90%
D. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	1	5.88%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Totals	3	0.43%	30	4.30%	375	53.80%	254	36.44%	35	5.02%

Discussion: Technology, as a cross cutting theme, is the subject of section V and is reflective of the institutional mission of integrating technology in all professional preparation programs. As might be anticipated, over 90% of completers received rating of Proficient (2) or Distinguished (3) in this section. Technology is also a cross-cutting theme of the InTASC standards and is seen in the following InTASC items: 3(g), 3(h), 3(j), 3(m), 4(g), 5(c), 5(k), 5(l), 6(i), 7(k), 8(g), 8(n), 8(o), 8(q), 8(r), 9(d), 9(f), 10(e), 10(g), 10(n)

VI. Professionalism	Academic Year	N	0 Below Basic	N	1 Basic	N	2 Proficient	N	3 Distin- guished	N	No Response
A. Maintains confidentiality	2012-13	0	0.00%	0	0.00%	16	23.53%	52	76.47%	0	0.00%
	2013-14	0	0.00%	2	1.98%	51	50.50%	47	46.53%	1	0.99%
	2014-15	0	0.00%	1	1.00%	42	42.00%	55	55.00%	2	2.00%
B. Acts in accordance with school policy and practices	2012-13	0	0.00%	0	0.00%	19	27.94%	49	72.06%	0	0.00%
	2013-14	0	0.00%	2	1.98%	49	48.51%	49	48.51%	1	0.99%
	2014-15	0	0.00%	1	1.00%	43	43.00%	56	56.00%	0	0.00%
C. Maintains a professional appearance and demeanor	2012-13	0	0.00%	1	1.47%	15	22.06%	52	76.47%	0	0.00%
	2013-14	0	0.00%	3	2.97%	44	43.60%	54	53.47%	0	0.00%
	2014-15	0	0.00%	2	2.00%	41	41.00%	57	57.00%	0	0.00%
D. Meets obligations in a timely manner	2012-13	0	0.00%	1	1.47%	16	23.53%	51	75.00%	0	0.00%
	2013-14	0	0.00%	4	4.00%	46	46.00%	49	49.00%	1	1.00%
	2014-15	0	0.00%	1	1.00%	44	44.00%	55	55.00%	0	0.00%
E. Accepts constructive feedback	2012-13	0	0.00%	0	0.00%	13	19.12%	54	79.41%	1	1.47%
	2013-14	0	0.00%	1	0.99%	47	46.53%	52	51.49%	1	0.99%
	2014-15	0	0.00%	1	1.00%	45	45.00%	52	52.00%	2	2.00%
F. Respectful of cultural diversity	2012-13	0	0.00%	0	0.00%	19	27.94%	48	70.59%	1	1.47%
	2013-14	0	0.00%	2	1.98%	51	50.50%	47	46.53%	1	0.99%
	2014-15	0	0.00%	0	0.00%	50	50.00%	47	47.00%	3	3.00%
G. Uses appropriate verbal language (age appropriate vocabulary and proper grammar)	2012-13	0	0.00%	0	0.00%	24	35.29%	44	64.71%	0	0.00%
	2013-14	0	0.00%	1	0.99%	51	50.50%	48	47.52%	1	0.99%
	2014-15	0	0.00%	1	1.00%	54	54.00%	45	45.00%	0	0.00%
H. Other:	2012-13	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2013-14	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	2014-15	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals		0	0.00%	24	1.28%	780	41.45%	1063	56.48%	15	0.80%

Discussion: The final section of the Level III Evaluation Form contains a substantial list of attributes that are essentially dispositional in nature. The data suggest that clinical faculty observe behaviors reflective of a high level of confidentiality, compliance, appearance, responsibility and respect on the part of teacher candidates. Aligned to InTASC 9 and 10.

Summary

Level III data indicates that DSU teacher candidates are consistently rated as proficient or distinguished in all areas of the DSU conceptual framework in the semester prior to student teaching. Over the course of the four most recent school years, no students were rated as below basic in any category. In the category of knowledge, 2.17 percent of students were rated as basic, and 97.27 percent were rated as proficient or distinguished. In the category of planning and preparation, 5.71 percent were rated as basic, and 89.81 were rated as proficient or distinguished. In the category of instruction and assessment, 4.5 percent were rated as basic, and 94.53 were rated as proficient or distinguished. In the category of managing the environment, 1.96 percent were rated as basic, and 97.91 percent were rated as proficient or distinguished. In the category of technology, 4.8 percent were rated as basic, and 89.35 percent were rated as proficient or distinguished. Finally, in the area of professionalism 1.12 percent were rated as basic while 98.25 percent of students were rated as proficient or distinguished. As a whole students are rated the highest in the area of professionalism, which is based on the dispositions required to be an effective educator.

Data from the Level III evaluation (Level III evaluation and scripted observations by faculty) is used to identify individual candidate needs. Candidate information allows for the Director of Field Services and University Supervisor to discuss areas of concern with the candidate prior to progressing to student teaching. This raises the candidate's awareness of performance as well as gives him/her strategies for success. The information is shared with the candidate's university supervisor prior to student teaching in order for the supervisor to help the candidate be successful in all aspects of the student teaching experience.