**Advanced Programs (Ed.S.)**
**Advanced Clinical Course Assignment**

**Background**
Candidates in an advanced certification **Ed.S. program** will participate in an advanced clinical experience in a course designated by their program that will allow them to demonstrate, analyze, and assess how they make an impact on P-12 student learning. In this experience, candidates will apply coursework in the classroom/school settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. This experience takes place in all certification/educator preparation programs.  Specifically, candidates should:

- Research, design, and implement an assessment of the P-12 students' knowledge and capabilities based on appropriate research-based practices in the certification/disciplinary area (*Application of data literacy CAEP Standard A.1.1);*

- Research, implement, and evaluate appropriate research-based disciplinary and technology practices to advance P-12 student learning that addresses the differing background knowledge and learning needs of all students *Supporting appropriate applications of technology for their field of specialization) (CAEP Standard A.1.1* ;

- Conduct an assessment and that measures student success *Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies specialization (CAEP Standard A.1.1)*;

- Reflect on instructional changes appropriate to the certification/disciplinary area that should be implemented in the future based on the assessment results *Employment of data analysis and evidence to develop supportive school environment; specialization (CAEP Standard A.1.1)*;

   *Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization(CAEP Standard A.1.1);*

   *Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.*

Candidates and instructors should consider the Advanced Clinical Course rubric and course assignment through the lens of their program area/professional role (e.g., classroom teacher, school counselor, school administrator).  When using the four-level rubric (Advanced, Target, Developing, and Unacceptable) instructors and candidates should recognize that the rubric is designed to indicate mastery for each cell in the progression of the Developing, Target, and Advanced levels. A candidate who achieves an Advanced assessment has also mastered the Target and Developing levels.  In addition, when using the rubric, the definitions below should be utilized. **This course has been designated as an Advanced Clinical Course by your department. In order to earn a passing grade in the course, a developing or higher rating on all rubric components on the Advanced Clinical Experiences assignment(s) and completion of the designated field experience are required.**

**Definitions**
**Critical Reflection** – The process of thinking deeply about how and why individual thinking and why individual thinking achieved certain ends or failed to achieve other and acquiring a renewed understanding of individual or group goals, beliefs, and practices that will affect future action (Roberts & Pruitt, 2009; Shulman, 2004)
**Cultural Assets** – This concept refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, art, and so on, that a teacher can draw upon to support learning" (*Elementary Education edTPA Assessment Handbook*, 2017, p. 69).

**Determines the effectiveness -** The candidate employs researched-based measures to assess the success of their practices in achieving desired outcomes.

**Diversity** – Includes "1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background" (*InTASC Model Core Teaching Standards*, 2011, p. 21).

**Evaluates the effectiveness -** The candidate employs research-based measure to reflect on the degree to which their practices help achieve desired outcomes.

**Informed Practices -** The experiences that will allow students to adapt their professional decisions and actions by consulting and citing the scholarly knowledge in the field.

**Professional Practices** - The practices expected of a teacher. Professional should (1) act on the most current knowledge that define their; (2) be student centered and adapt to meet the needs of individual students; (3) be results oriented; and (4) uphold the standards of the professional in their own practice and through peer review (Wiggins & McTighe, 2006).

**Redesigns -** The candidate adapts their practices to promote desired outcomes.

**Researches -** The candidate explores scholarly works in search of practices that promote desired outcomes.

| Advanced Programs (Ed.S.) Advanced Clinical Course Assessment Form | | | | |
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| | **Advanced** *(Meets components of Target and Developing, plus Advanced)* | **Target** **(***Meets components of Developing, plus Target)* | **Developing** | **Unacceptable** |
| **Teaching and Learning** *Does the candidate draw upon a thorough understanding of learning and development to positively impact learning and achievement for all students in all school environments?* <br><br> **Learning Environments** (COE Capstone Principles) **Employment** of **data analysis** and **evidence** to develop supportive school environments (CAEP A.1.1) | **Evaluates** the effectiveness of environments that were **created** through the use of informed practices to support individual and collaborative learning through motivation and engagement and **redesigns these** environments based on the results | **Determines** the effectiveness of environments that were **created** through the use of informed practices to support individual and collaborative learning through motivation and engagement | **Researches and creates** environments that support individual and collaborative learning through motivation and engagement using informed practices | **Does not create** environments that support individual and collaborative learning through motivation and engagement using informed practices |
| **Diversity** *Does the candidate demonstrate culturally responsive practices that impact student learning by recognizing and addressing the needs of all learners?* <br><br> **The Learner and Learning** (COE Capstone Principles) **Application** of **Data Literacy** (CAEP A.1.1) | **Evaluates, redesigns, and implements** informed learning experiences that recognize human diversity and address the needs, strengths, and cultural assets of all learners | **Researches, redesigns and implements** informed learning experiences that recognize human diversity and address the needs, strengths, and cultural assets of all learners | **Researches, designs and implements** informed learning experiences that recognize human diversity and address the needs, strengths, and cultural assets of all learners | **Does not design or implement** informed learning experiences that recognize human diversity and address the needs, strengths, and cultural assets of all learners |
| **Content Knowledge** *Does the candidate demonstrate mastery of the discipline related to their professional fields through the use of informed practices and technology to impact student learning?* <br><br> **Content Knowledge** (COE Capstone Principles) Supporting appropriate **applications of technology** for field of specialization (CAEP A.1.1) | **Evaluates** the effectiveness of and **redesigns learning** experiences created to make the content meaningful to learners and to improve learning experiences by integrating technology and critical perspectives using informed disciplinary practices | **Determines** the effectiveness of learning experiences created to make the content meaningful to learners by integrating technology and critical perspectives using informed disciplinary practices | **Researches and creates** learning experiences that make the content meaningful to learners by integrating technology and critical perspectives using informed disciplinary practices | **Does not create** learning experiences that make the content meaningful to learners by integrating technology and critical perspectives using informed disciplinary practices |

| Instructional Practices<br>*Does the candidate plan, implement, scaffold, and/or assess the teaching-learning cycle and informed disciplinary strategies that impact student learning?*<br><br>**Instructional Practice** (COE Capstone Principles)<br>**Use of research** and **understanding** of qualitative, quantitative, and/or mixed methods **research methodologies.** (CAEP A.1.1) | **Researches, redesigns, implements, and evaluates** informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | **Researches, redesigns and implements** informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | **Researches, plans and implements** informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals | **Does not plan or implement** informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals |
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| Professional Learning<br>*Does the candidate design, implement, and/or evaluate professional and ethical practices that require the candidate to apply coursework in an educational setting and critically reflect upon practices in the context of educational theory?*<br><br>**Professional Learning & Ethical Practice** (COE Capstone Principles)<br>**Application** of **professional** dispositions, **laws**, and policies, codes of **ethics**, and professional **standards** appropriate to their fields of specialization (CAEP A.1.1) | **Evaluates** the **effectiveness** of changes made in one's own professional/ethical practices identified through critical reflection and **creates** professional learning communities/groups based on the outcomes | **Determines** the **effectiveness** of changes made in one's own professional/ethical practices identified through critical reflection | **Research** and **design** practice and **implement** change in one's own professional/ethical practices identified through critical reflection | **Does not employ** critical reflection to evaluate one's own professional/ethical practices |