

Appendix E

CLEAR Conceptual Framework: K-12 STUDENT TEACHING OBSERVATION DESCRIPTORS

CONCEPT AND KNOWLEDGE-DRIVEN PRACTICES: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

Subject Matter Objective: *Demonstrate the integration of central concepts, principles, and processes of inquiry and structures of the discipline.*

1. Knowledge of content and technology appropriate for the content areas.
2. Ability to identify central concepts, principles, processes, and structures of the discipline.
3. Ability to present subject matter to others in effective concrete and conceptual terms.

Pedagogy/Technology Objective: *Design and implement instruction that demonstrates central concepts, principles and processes of inquiry structures of the discipline using various technologies.*

4. Ability to identify, explain, and apply new methods and strategies in teaching and in other professional roles.
5. Ability to design learning based on identified central concepts, principles, processes, and structures of the discipline.
6. Ability to integrate a variety of instructional technologies and strategies appropriate for the depth of learning (analytical thinking, critical thinking, evaluative thinking, intuitive thinking and divergent thinking) and type of content (cognitive, psychomotor, affective).
7. Ability to use a variety of effective instructional skills.

Professionalism Objective: *Demonstrate competencies in the professional role(s) in which they plan to practice.*

8. Knowledge of common information, concepts, principles and perspectives needed to be a professional educator.
9. Commitment to the educational process.
10. Openness to the evaluative comments of others.
11. Disposition of a mature and rational professional educator.

Assessment Objective: *Evaluate the central concepts, principles, and processes of inquiry and structures of the discipline that actually occur as a result of instructional efforts.*

12. Ability to assess the extent students meet target learning outcomes.
13. Ability to identify individual differences in the context of learning subject matter.
14. Effective application of assessment tools and techniques.

LEARNER-CENTERED PRACTICES: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

Subject Matter Objective: *Demonstrate an understanding of individual differences in learning abilities and needs.*

15. Ability to design lessons in the content areas reflective of state and national curriculum standards.
16. Knowledge of cognitive, social and environmental factors that affect individual student's engagement in the learning process.
17. Ability to diagnose the individual needs of the learner and groups of learners.

Pedagogy/Technology Objective: *Plan, structure, and implement instruction using various technologies that reflect an understanding of the cognitive, affective, and physical needs and characteristics of each learner.*

18. Ability to apply principles of human development and learning to lesson design and implementation.
19. Ability to implement and modify instructional strategies and use of technologies that meet the needs of a wide range of individual differences in learning abilities and needs.
20. Acceptance and use of student ideas and questions.
21. Ability to incorporate alternate points of view, opinions, and beliefs in instruction.
22. Ability to identify, encourage, and develop responsibility and leadership abilities in students.

23. Ability to guide students to demonstrate learning by using appropriate technologies and methods on instruction.

Professionalism Objective: Demonstrate the understanding that those who teach must be committed to learning from and with their students and colleagues.

24. Attitudes of acceptance and respect for individual differences.
25. Positive, ethical, responsible, and collegial interactions with students, colleagues, and other educators.

Assessment Objective: Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.

26. Application of principles of human development and learning in the assessment of instruction and learning.
27. Ability to record assessments of student learning using multiple performance measures.
28. Use of assessment records of student learning using multiple performance measures to show the impact of instruction over time.
29. Use of assessment records to make instructional decisions to reflect on those decisions and to make changes that help students meet target outcomes..

REFLECTIVE PRACTICE TO DIVERSE ROLES AND SETTINGS: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

Subject Matter Objective: Demonstrate understanding of reflective practices and diverse roles of an educator.

30. Respects for the rights and responsibilities of individuals in a free society.
31. Ability to share ideas and provide support for other learners.
32. Ability to carry out the diverse roles of educators.
33. Openness to, and an appreciation for, a wide variety of perspectives and ideas.

Pedagogy/Technology Objective: Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry by using various technologies.

34. Ability to plan instruction reflective of student needs.
35. Ability to plan and implement instruction that is free of bias and stereotypes.
36. Ability to plan and implement cooperative learning strategies.

Professionalism Objective: Contribute to the good of the profession and engage in other roles related to education..

37. Ability to reflect on the multiple roles of an educator through journals, portfolios, and other professional records.
38. Ability to use inquiry strategies to expand knowledge and understanding of educational research findings and their applications.
39. Behaviors, attitudes and activities congruent with the expectations of students as members of a community of learners.
40. Professional behaviors and attitudes appropriate for the profession.
41. Self-identify as an educator that leads to participation and leadership in professional activities.
42. Communication and collaboration with PK-12 students, colleagues, parents, agencies, and the larger community.

Assessment Objective: Demonstrate that curriculum and assessment are inter-related and that assessment must inform curricula and instructional decision-making if the learner is to be successful.

43. Knowledge of a variety of assessment strategies and tools and the ability to assess student progress in appropriate ways.
44. Ability to use assessment records to reflect upon the effectiveness of instruction and to plan future instruction based upon
45. Ability to use assessment records to reflect upon the effectiveness of courses and programs; and to modify courses and programs based upon students' progress.