

HLP Consensus Form

Teacher Candidate	MU Clinical Educator
Chenoweth, Danielle	Ms. Kathleen Matsutani
Program	Program Name
ECEE.TSD.BA	BA Early Childhood-Elem Ed/Teacher Students w/Disabilities
Date of Consensus Meeting	P-12 Clinical Educator
11/26/24	Bruno, Carly

Learner Development

InTASC Standard 1 Learner Development	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Learning Differences

InTASC Standard 2 Learning Differences	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Learning Environments

InTASC Standard 3 Learning Environments	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Content Knowledge and Application of Content

InTASC Standards 4 and 5 Content Knowledge and Application of Content	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Assessment

InTASC Standard 6 Assessment	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Planning for Instruction

InTASC Standard 7 Planning for Instruction	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learning and the community context.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Instructional Strategies

InTASC Standard 8 Instructional Strategies	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Professional Learning and Ethical Practice

InTASC Standard 9 Professional Learning and Ethical Practice (NJPST 9 and 11)	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practices to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Leadership and Collaboration

InTASC Standard 10 Leadership and Collaboration	Candidate Score	P-12 Clinical Educator Score	MU Clinical Educator Score	Consensus Score
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.	Candidate Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	P-12 Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	MU Clinical Educator Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)	Consensus Score <ul style="list-style-type: none">Exceeds Expectations - Advanced (4 points)Meets Expectations - Proficient (3 points)Approaching Expectations - Novice (2 points)Does Not Meet Expectations - Pre-Emergent (1 point)

Goals for teacher candidate's continued growth:

Ms. Chenoweth's goal for the upcoming semester is to continue to grow in implementing classroom management practices that capture the attention of the whole group before giving or starting instruction. While classroom management skills are very good (student engagement is consistent, proactive planning is in place, excellent rapport with students, and she is aware of and addresses the occasional off-task behavior) an improvement in this area will further maximize time during the instructional period.

Alignment of goals to standards of the teaching profession (as applicable):

This goals are aligned with the teaching standards of Learning Environment (Standard 3) and Instructional Strategies (Standard 8).