



Brigham Young University

CLINICAL PRACTICE ASSESSMENT FORM

Formative Evaluation (v7-11-2007)

Candidate _____ Course _____ Semester _____

Grade Level(s) _____ School _____ District _____

Mentor Teacher _____ Principal _____

Evaluator Signature _____

Position: University Supervisor/Liaison Clinical Faculty Associate
 Partnership Facilitator Mentor Teacher Principal

Field Experience: Practicum Student Teaching (Semester Block: 1 2 Internship

Major: Elementary Dual Elem/Music Special Education
 ECE Dual Elem/ECE Sec Ed (Subject) _____

Observation # _____ for this individual by this evaluator Date _____

The evaluator discussed the results of these observations with me:

Candidate's Signature

Assessment Instructions and Key

This assessment is to be used for all teacher candidates in practica, student teaching, and internship field experiences. A cumulative record of each candidate's performance will be maintained to document the growth of the candidate over time in his/her field experiences. In addition, these indicators will be used for each candidate's final evaluation at the completion of his/her field experience.

This form is organized around the 10 INTASC* Standards. Evaluators have been trained on the INTASC Standards and have reached a consensus of expectation for candidates on each standard to increase consistency in the evaluations. Evaluators should discuss the results of each observation with the candidate shortly after completing the evaluation.

Following is the scale to be used for the evaluation:

- 5 Exceptional—demonstrates solid mastery of standards
- 4
- 3 Competent—meets standards of competence
- 2
- 1 Emerging— shows progress toward meeting standards
- 0 Not Observed or Not Met

* INTASC means "Interstate New Teacher Assessment and Support Consortium." Further information about the standards can be found at the following website: http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/

Candidate: _____ Observer: _____ Date: _____

PRINCIPLE 1: CONTENT KNOWLEDGE—The candidate understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

5 4 3 2 1 0

Comments/Examples:

1. Writes curriculum goals that reflect individual student needs.

Comments/Examples:

2. Chooses accurate, comprehensive and useful resources that are age and ability appropriate.

Comments/Examples:

3. Seeks for ongoing learning in field by accessing evidenced based professional learning materials.

Comments/Examples:

SUMMARY SCORE

5 4 3 2 1 0

PRINCIPLE 2: LEARNING & DEVELOPMENT—The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

5 4 3 2 1 0

Comments/Examples:

1. Uses age and ability appropriate examples and materials.

Comments/Examples:

2. Provides high rates of responses during lesson (e.g. group, individual, oral, touch, and/or written) as appropriate for age, ability, and instructional activity.

Comments/Examples:

3. Provides opportunities for student to demonstrate mastery and generalization of instructional and behavioral objective(s).

Comments/Examples:

SUMMARY SCORE

5 4 3 2 1 0

PRINCIPLE 3: DIVERSE LEARNERS—The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

5 4 3 2 1 0

Comments/Examples:

1. Makes provision for, and uses appropriate services and resources for exceptional learning differences/needs.

Comments/Examples:

2. Uses multiple perspectives in teaching, connecting students' diverse background, language, and culture to content.

Comments/Examples:

3. Uses understanding of exceptionalities and second language acquisition to meet individual student needs.

Comments/Examples:

SUMMARY SCORE

5 4 3 2 1 0

PRINCIPLE 4: INSTRUCTIONAL STRATEGIES—The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5 4 3 2 1 0

Comments/Examples:

1. Teaches based on appropriate planning, adjusting plans in response to formal and informal assessment results and learner needs.

Comments/Examples:

2. Implements an effective teaching cycle.

Comments/Examples:

3. Uses and adjusts teaching strategies to ensure student learning is individualized and aligned with lesson objective(s).

Comments/Examples:

SUMMARY SCORE

5 4 3 2 1 0

PRINCIPLE 5: MANAGEMENT & MOTIVATION—The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

SUMMARY SCORE
5 4 3 2 1 0
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

1. Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.
2. Establishes and implements positive and operationalized behavioral expectations that promote student learning.
3. Establishes and implements effective and appropriate consequences (positive and negative) that promote student learning.
4. Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.
5. Routine provides for efficient transitions and maximizes academic learning time.
6. Effectively organizes and uses time, space, and resources.
7. Follows Least Restrictive Behavioral Intervention (LRBI) for preventing and dealing with challenging behaviors.
8. Implements Functional Behavior Assessment (FBA)/Behavioral Intervention Plan (BIP) strategies for dealing with students who demonstrate challenging behaviors.

Comments/Examples:

PRINCIPLE 6: COMMUNICATION & TECHNOLOGY—The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

SUMMARY SCORE
5 4 3 2 1 0
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

1. Uses effective communication strategies (e.g., enthusiasm, engaging manner, clear instruction).
2. Promotes student use of effective communication skills (e.g., written, oral, sign language, assistive technology devices, Picture Exchange Communication System [PECS]).
3. Uses effective and varied questioning strategies.
4. Uses a variety of media communication tools effectively (audio-visual aids, computers) to facilitate learning.

PRINCIPLE 7: PLANNING—The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

SUMMARY SCORE
5 4 3 2 1 0
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

Comments/Examples:
□□□□□

1. Aligns lesson objectives, IEP goals, PLAAFP statements, and state core curriculum.
2. Plans for generalization and maintenance of skills and knowledge into multiple contexts.
3. Plans scope and sequence built on year long, unit, weekly, and daily goals and instruction.
4. Plans task analysis for unit, weekly, and daily goals and instruction.

PRINCIPLE 8: ASSESSMENT— The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

SUMMARY SCORE

5 4 3 2 1 0

5 4 3 2 1 0

Comments/Examples:

Comments/Examples:

Comments/Examples:

Comments/Examples:

1. Uses a variety of formal and informal assessment to determine eligibility and placement, evaluate students' performance, and modify teaching and learning strategies for academic, functional, and behavioral skills.

2. Provides self-management opportunities for students.

3. Keeps detailed, appropriate records to be used for ongoing data based decision making and monitoring of student learning

4. Alignment occurs between formal and informal assessment outcomes and IEP goals and objectives

PRINCIPLE 9: REFLECTIVE PRACTITIONER—The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

SUMMARY SCORE

5 4 3 2 1 0

5 4 3 2 1 0

Comments/Examples:

Comments/Examples:

Comments/Examples:

1. Self-assesses accurately through reflective strategies, then revises practice.

2. Accepts and uses feedback from colleagues and supervisors to improve teaching skills and practices.

3. Actively participates in professional organizations.

PRINCIPLE 10: PROFESSIONALISM & INTERPERSONAL RELATIONSHIPS—The candidate fosters relationships with with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

SUMMARY SCORE

5 4 3 2 1 0

5 4 3 2 1 0

Comments/Examples:

Comments/Examples:

Comments/Examples:

Comments/Examples:

Comments/Examples:

1. Demonstrates professional characteristics (e.g., attitude, confidentiality, fair treatment of students, positive collegial interaction, and supportive parent relationships).

2. Utilizes school and community resources to foster student learning

3. Communicates and collaborates effectively and regularly with students, families, school colleagues, and other agencies regarding IEP goals and accommodations in order to monitor students' academic and behavioral progress.

4. Provides and adapts communication that is sensitive to diverse needs.