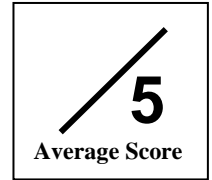




# Brigham Young University

## Clinical Practice Assessment Form

### *Final Evaluation* (Cooperating Teacher)



Candidate \_\_\_\_\_ BYU ID # \_\_\_\_\_ Semester \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

**Field Experience:**  Practicum  Student Teaching  Internship

**Major:**  Elementary  Dual Elem/ECE  Dual Elem/Music  Early Childhood Ed (ECE)

Special Education  Secondary Ed \_\_\_\_\_ (subject)

Evaluation completed by \_\_\_\_\_ (type/print name)

<b>5 = Exceptional</b>	4	<b>3 = Competent</b>	2	<b>1 = Emerging</b>
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**PRINCIPLE 1: Content Knowledge.** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**PRINCIPLE 2: Student Learning and Development.** The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**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.

**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.

**PRINCIPLE 5: Management and 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.

**PRINCIPLE 6: Communication and Technology.** The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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

**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.

**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.

**PRINCIPLE 10: Professionalism and Interpersonal Relationships.** The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



# Brigham Young University

## Clinical Practice Summary Statement

Candidate \_\_\_\_\_ BYU ID # \_\_\_\_\_ Semester \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

**PLEASE USE THE FOLLOWING RATING SCALE:**

- 3 = **Accurate & Independent** - An area of strength and appropriate use of skill.
- 2 = **Accurate with Help** - Student needs additional experience to develop independence.
- 1 = **Needs Remediation** - Student needs considerable instruction and experience.
- 0 = **Not Completed or Observed** - Evaluator had no opportunity to make a judgment.
- N/A = **Not Applicable** - Skill not pertinent to this situation.

TASKS AND EXPECTATIONS	Rating:	Summary Statements:
<b>A. Assessment</b>		
1. Standardized Achievement Battery		
2. Criterion Referenced Battery		
3. Behavior Observation		
4. Curriculum Based Assessment		
5. Functional Behavior Assessment		
6. Adaptive Behavior Checklist		
7. Daily data guides lesson planning, including student self-management strategies		
<b>B. Behavior Support</b>		
1. Proactive (preventative) Strategies		
a. Rules taught & consequences delivered		
b. High praise rates		
c. Structured daily schedule, efficient routines & organization		
d. Positive rapport & concern for students		
2. High rate of positive interventions		
3. Design & Implement BIP		
<b>C. Teaching</b>		
1. Instructional units aligned to IEP goals & objectives as taken from assessment outcomes		
2. Lesson plans aligned to unit		
3. Writes behavioral objective aligned with short term objectives		
4. Motivational & appropriate IEP curriculum & instruction		
5. High rate of response from all students		
6. Instruction adapted to meet students' needs including generalization & maintenance		
7. Implements effective teaching cycle & strategies		
<b>D. Collaboration &amp; Interpersonal Relations</b>		
1. Demonstrates professional characteristics		
2. Collaborates with families & educational personnel being sensitive to diverse needs		
3. Self-reflects & implements suggestions given by supervisor & cooperating teacher		
4. Uses community resources as appropriate		
<b>E. Professional Practice</b>		
1. Uses all necessary district forms		
2. Follows IDEA 2004 Procedures		
3. Complies with Least Restrictive Behavioral Interventions		

Evaluator(s) (type name) \_\_\_\_\_

Evaluator(s) Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

***I have read and discussed the Clinical Practice Assessment.***

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_