



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
□□□□□

1. Demonstrates appropriate knowledge and pedagogy of subject matter.
Comments/Examples:

□□□□□ **2.** Creates learning experiences that link to students' prior knowledge and other content area.
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
□□□□□

3. Provides instruction for students' current developmental levels (intellectual, social, and physical) and guides them to new levels.
Comments/Examples:

□□□□□ **4.** Addresses multiple learning styles to meet individual learner needs.
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
□□□□□

5. Differentiates instruction so all students learn.
Comments/Examples:

□□□□□ **6.** Connects content to students' schema, language, culture, background, and community.
Comments/Examples:

□□□□□ **7.** Makes provisions and/or accommodations for exceptional learning differences.
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
□□□□□

8. Uses multiple, effective teaching and learning strategies (active learning, modeling, collaboration, independent work, lecture, lab, role playing, coaching, questioning, direct teaching, pacing, etc.).
Comments/Examples:

□□□□□ **9.** Promotes critical thinking, problem solving, and performance capabilities of students.
Comments/Examples:

□□□□□ **10.** Appropriately uses accurate and useful resources (self-prepared and from the school and community).
Comments/Examples:

□□□□□ **11.** Provides opportunities for students to use technology tools in active and collaborative learning.
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

5 4 3 2 1 0
□□□□□

12. Encourages democratic principles (effort, respect, support, responsibility, civility, openness, cooperation) that help students understand, be responsible for, and accept the consequences of their actions.
Comments/Examples:

□□□□□ **13.** Uses appropriate teaching strategies (pacing, management, preparation, etc.) to prevent discipline problems.
Comments/Examples:

□□□□□ **14.** Uses appropriate interventions when needed.
Comments/Examples:

SUMMARY SCORE
5 4 3 2 1 0
□□□□□

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.

5 4 3 2 1 0
 15. Models effective communication with appropriate enthusiasm.
Comments/Examples:

 16. Supports students' communication in writing, speaking, and other media.
Comments/Examples:

 17. Uses technology to communicate ideas to students, parents, and peers.
Comments/Examples:

SUMMARY SCORE
 5 4 3 2 1 0

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

5 4 3 2 1 0
 18. Creates complete, congruent instructional plans that are aligned with local, state, and national curriculum, goals, and objectives.
Comments/Examples:

 19. Plans lessons on year long, unit long, weekly, and daily goals and instruction.
Comments/Examples:

SUMMARY SCORE
 5 4 3 2 1 0

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.

5 4 3 2 1 0
 20. Uses formal and informal assessments that are aligned with instructional goals and objectives to drive instruction.
Comments/Examples:

 21. Provides opportunities for students to access their own work.
Comments/Examples:

 22. Records and reports evidence of student learning.
Comments/Examples:

SUMMARY SCORE
 5 4 3 2 1 0

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.

5 4 3 2 1 0
 23. Self evaluates accurately through critical reflection and responds appropriately.
Comments/Examples:

 24. Accepts and uses feedback from colleagues and supervisors to help improve teaching skills and practices.
Comments/Examples:

SUMMARY SCORE
 5 4 3 2 1 0

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.

5 4 3 2 1 0
 25. Exhibits professionalism including commitment, attitude, appearance, flexibility, integrity, respect, responsibility, attendance, punctuality, and interpersonal skills with students, peers, faculty, staff, and parents, etc.
Comments/Examples:

 26. Makes positive connections with the learners' other environments by consulting with parents, counselors, teachers of other classes, and professionals in other community agencies.
Comments/Examples:

SUMMARY SCORE
 5 4 3 2 1 0