



# ITEMIZED RUBRIC FOR BYU (6/05/07) CLINICAL PRACTICE ASSESSMENT SYSTEM (CPAS)

<b>Exceptional</b> Demonstrates superior, or consistent and holistic application of the indicators. <b>5</b>	<b>4</b>	<b>Competent</b> Meets the indicators. <b>3</b>	<b>2</b>	<b>Emerging</b> Attempts to meet the indicators. <b>1</b>	<b>N/O–N/M</b> Not observed or not met. <b>0</b>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate knowledge and pedagogy of subject matter.</li> <li>• Creates learning experiences that link to students’ prior knowledge and other content areas.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Provides instruction for students’ current developmental levels (intellectual, social, and physical) and guides them to new levels.</li> <li>• Addresses multiple learning styles to meet individual learner needs.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Differentiates instruction so all students learn.</li> <li>• Connects content to students’ schema, language, culture, background, and community.</li> <li>• Makes provisions and/or accommodations for exceptional learning differences.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Uses multiple, effective teaching and learning strategies (active learning, modeling, collaboration, independent work, lecture, lab, role playing, coaching, questioning, direct teaching, pacing, etc.).</li> <li>• Promotes critical thinking, problem solving, and performance capabilities of students.</li> <li>• Appropriately uses accurate and useful resources (self-prepared and from the school and community).</li> <li>• Provides opportunities for students to use technology tools in active and collaborative learning.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Encourages democratic principles (effort, respect, support, responsibility, civility, openness, cooperation) that help students understand, be responsible for, and accept the consequences of their actions.</li> <li>• Uses appropriate teaching strategies (pacing, management, preparation, etc.) to prevent discipline problems.</li> <li>• Uses appropriate interventions when needed.</li> </ul>					

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<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Models effective communication with appropriate enthusiasm.</li> <li>• Supports students’ communication in writing, speaking, and other media.</li> <li>• Uses technology to communicate ideas and information to students, parents, and peers.</li> </ul>					
<p><b>PRINCIPLE 7—PLANNING: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</b></p> <ul style="list-style-type: none"> <li>• Creates complete, congruent instructional plans that are aligned with local, state, and national curriculum goals and objectives.</li> <li>• Plans lessons built on year long, unit long, weekly, and daily goals and instruction.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Uses formal and informal assessments that are aligned with instructional goals and objectives to drive instruction.</li> <li>• Provides opportunities for students to assess their own work.</li> <li>• Records and reports evidence of student learning.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Self evaluates accurately through critical reflection and responds appropriately</li> <li>• Accepts and uses feedback from colleagues and supervisors to help improve teaching skills and practices.</li> </ul>					
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Exhibits professionalism including commitment, attitude, appearance, flexibility, integrity, respect, responsibility, attendance, punctuality, and interpersonal skills with students, peers, faculty, staff, and parents, etc.</li> <li>• Makes positive connections with the learners' other environments by consulting with parents, counselors, teachers of other classes, and professionals in other community agencies.</li> </ul>					