Brigham Young University
Clinical Practice Assessment System – CPAS
Evaluation Form (revised August 2013)

Candidate: _____________________________ Course: __________________
Semester: ___________ Grade Level(s): _______________
School: _________________________ District: ___________________
Mentor Teacher: _______________________________ Principal: __________________
Evaluator Signature: _________________________________
Evaluator Position: □ University Supervisor/Liaison □ Clinical Faculty Associate
□ Partnership Facilitator □ Mentor Teacher □ Principal
Field Experience: □ Practicum □ Student Teaching □ Internship □ Semester: □ Block 1
□ Block 2
Major: □ Elementary □ Dual Elem/Music □ Dual Elem/ECE □ ECE
□ Sec Ed (Subject): ___________
□ Special Education (Emphasis): □ Mild/Moderate □ Severe □ ESL □ Bilingual
Observation Type: □ Formative □ Summative
Formative Observations (total #: ________________; Total Observation Time: ___________
Evidence for Observation (check all that were used to calculate this summative evaluation):
□ CPAS from BYU Supervisor □ CPAS from Mentor Teacher □ Candidate Portfolio
□ CPAS from School Facilitator □ Candidate Disposition Form □ Other: ____________

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<thead>
<tr>
<th>Competency Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>Deficient</td>
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<td>Requires Intervention</td>
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<td>Emerging Competence</td>
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<td>Requires Feedback</td>
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<td>Basic Competence</td>
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<td>Meets Requirement</td>
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<td>Advanced Competence</td>
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<td>Above Basic Requirement</td>
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THE LEARNER AND THE LEARNING

UETS Standard #1 – Learner Development (InTASC Standard #1 – Learner Development): The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.
- Provides appropriate instruction for students’ current developmental levels.
- Addresses multiple learning styles to meet individual learner needs.
- Provides opportunities to respond that facilitate progress for each student.
- Uses individualized strategies to enhance language development and teach communication skills.

UETS Standard #2 – Learning Differences (InTASC Standard #2 – Learning Differences): The teacher understands individual learner differences and cultural and linguistic diversity.
- Provides learning experiences that meet students’ diverse cognitive styles, strengths, and needs.
- Monitors and adjusts instruction in a way that meets diverse learners’ needs.
THE LEARNER AND THE LEARNING (Continued)

UETS Standard #3 – Learner Environments (InTASC Standard #3 – Learner Environments): The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

- Uses and encourages democratic principles (effort, respect, support, responsibility, openness, civility, cooperation, etc.).
- Uses appropriate teaching strategies (placing, management, preparation, etc.) to prevent discipline problems.
- Uses appropriate and timely intervention when needed.
- Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.
- Uses Positive Behavioral Supports for preventing and dealing with challenging behaviors.

INSTRUCTIONAL PRACTICE

UETS Standard #4 – Content Knowledge (InTASC Standard #4 – Content Knowledge; InTASC Standard #5 – Application of Content): The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- Possesses the needed content knowledge.
- Creates learning experiences relevant to the content area and for the students (prior knowledge, culture, community, etc.).
- Uses developmentally appropriate academic language of the discipline.
- Effectively organizes time, space, and resources.
- Awareness of special education discipline influences his or her practice.
- Instruction is guided by a personal philosophy of special education based on evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues.

UETS Standard #5 – Assessment (InTASC Standard #6 – Assessment): The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

- Uses a variety of appropriate assessments (formal, informal, formative, and summative) that are aligned with instructional goals.
- Provides opportunities for students to self-assess and monitor progress.
- Provides timely, constructive feedback during the lesson to encourage student accuracy.
- Implements Functional Behavior Assessment (FBA)/Behavioral Intervention Plan (BIP) strategies for intervening with students who demonstrate challenging behaviors.
- Uses a variety of formal and informal assessments to determine eligibility and placement, evaluate students’ performance, and modify teaching and learning strategies for academic, functional, and behavioral skills.
- Demonstrates an understanding of measurement theory and practice (validity, reliability, norms, bias) when selecting and administering assessments.
- Keeps detailed, appropriate records to be used for ongoing data based decision making and monitoring of student learning.
INSTRUCTIONAL PRACTICE (Continued)

UETS Standard #6 – Instructional Planning (InTASC Standard #7 – Planning for Instruction): The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

- Creates appropriate instructional plans that are aligned with established curriculum goals and standards.
- Plans for accommodations, resources, and materials to differentiate instruction.
- Aligns lesson objectives with IEP goals, PLAAFP statements, and state Core Curriculum.
- Modifies unit, weekly, and daily goals based on ongoing analysis of student performance.

UETS Standard #7 – Instructional Strategies (InTASC Standard #8 – Instructional Strategies): The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

- Uses a variety of effective teaching and learning strategies (active learning, modeling, collaborating, independent work, etc.).
- Models effective communication.
- Appropriately uses digital and interactive technologies to enhance learning and instruction.
- Enhances the learning of critical thinking, problem-solving, and performance skills of students with disabilities.
- Plans for generalization and maintenance of skills and knowledge across settings.

PROFESSIONAL RESPONSIBILITY

UETS Standard #8 – Reflection and Continuous Growth (InTASC Standard #9 – Professional Learning and Ethical Practice): The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

- Self-evaluates accurately through critical reflection.
- Accepts and uses feedback from colleagues and supervisors to help improve teaching skills and practices.
- Engages in activities that foster professional growth and stays current in evidence-based practices.
- Actively participates in professional organizations that benefit students with disabilities and their families.

UETS Standard #9 – Leadership and Collaboration (InTASC Standard #10 – Leadership and Collaboration): The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

- Makes positive connections with others and demonstrates highly effective interpersonal skills.
- Effectively collaborates with others to enhance student learning.
- Collaborates with families and colleagues to assure non-biased, meaningful assessments.
- Communicates and collaborates effectively and regularly with students, families, school colleagues, and other agencies regarding IEP goals and accommodations in order to facilitate students’ academic and behavioral progress.
PROFESSIONAL RESPONSIBILITY (Continued)

UETS Standard #10 – Professional and Ethical Behavior (InTASC Standard #9 – Professional Learning and Ethical Practice): The teacher demonstrates the higher standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

- Exhibits professionalism including: positive attitude, commitment to the profession, professional appearance, punctuality, attendance, flexibility, integrity, and respect.
- Follows federal, state, district, and school legal requirements and engages in ethical practices.
- Demonstrates professional characteristics (e.g., attitude, confidentiality, fair treatment of students, positive collegial interaction, and supportive parent relationships).
- Advocates for the learning and well-being of students with disabilities across a wide range of settings.
- Serves as a resource to colleagues in understanding the laws and policies relevant to students with disabilities.

Total Average Score: 

Clinical Practice Assessment System – Evaluation Summary Statement

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<th>Strengths</th>
<th>Suggestions</th>
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Teacher Candidate Signature: ____________________________ Date: __________

Supervisor Signature: ____________________________ Date: __________