Clinical Practice Assessment System
Summative Evaluation

September 2013
Brigham Young University
CLINICAL PRACTICE ASSESSMENT SYSTEM
SUMMATIVE EVALUATION

Candidate: _______________________ BYU ID: ________________________ Semester: ________________________
Program: _______________________ Evaluator: _______________________ University Supervisor: ________________________ Course #: ________
District: _______________________ School: _______________________ Grade level(s): ________________________

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 ☐ CPAS from school facilitator ☐ Candidate portfolio
☐ Professional Disposition Instrument ☐ Other __________________________

<table>
<thead>
<tr>
<th>5 – Distinguished Competence</th>
<th>4 – Advanced Competence</th>
<th>3 – Basic Competence</th>
<th>2 – Emerging Competence</th>
<th>1 – Deficient</th>
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</thead>
<tbody>
<tr>
<td>Significantly Above Basic</td>
<td>Above Basic Requirement</td>
<td>Meets Requirement</td>
<td>Requires Feedback</td>
<td>Requires Intervention</td>
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<td>Requirement</td>
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THE LEARNER AND THE LEARNING

STANDARD #1: LEARNER DEVELOPMENT: The candidate 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.

STANDARD #2: LEARNING DIFFERENCES: The candidate 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.

STANDARD #3: LEARNING ENVIRONMENTS: The candidate 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 life skills needed to function as contributing members of a civil society (effort, respect, support, responsibility, openness, cooperation, etc.).
- Uses appropriate strategies (pacing, management, preparation, etc.) to prevent discipline problems.
- Uses appropriate and timely interventions when needed.

INSTRUCTIONAL PRACTICE

STANDARD #4: CONTENT KNOWLEDGE: The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

- Possesses the needed content knowledge.
- Helps students make content connections to other content, personal schemas and real life situations.
- Uses developmentally appropriate academic language and processes of the discipline.

STANDARD #5: ASSESSMENT: The candidate 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, summative) that are aligned with instructional goals and objectives.
- Provides opportunities for students to self assess and monitor progress.
- Provides timely, constructive feedback during the lesson to encourage student accuracy.

STANDARD #6: INSTRUCTIONAL PLANNING: The candidate 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 and quality instructional plans that are aligned with established curriculum goals and standards.
- Differentiates instructions through accommodations, resources, and materials.

STANDARD #7: INSTRUCTIONAL STRATEGIES: The candidate 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, materials, etc.).
- Models effective communication.
- Facilitates students’ critical thinking.
- Appropriately uses digital and interactive technologies to enhance learning and instruction.

v. 09/09/2013
PROFESSIONAL RESPONSIBILITY

STANDARD #8: REFLECTION AND CONTINUOUS GROWTH: The candidate 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.

STANDARD #9: LEADERSHIP AND COLLABORATION: The candidate 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.

- Demonstrates highly effective interpersonal skills.
- Effectively collaborates with others to enhance student learning.

STANDARD #10: PROFESSIONAL AND ETHICAL BEHAVIOR: The candidate demonstrates the highest 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.

Summary Statement:
Please provide a detailed summary of the candidate’s teaching practices while working in the classroom. This is not a letter of recommendation. It is an evaluation of the candidate’s knowledge and skills as a practicum student, student teacher, or intern.

Evaluator Signature: ___________________________ Date: ____________________

University Program Supervisor Signature: ___________________________ Date: ____________________

I have read and discussed the Clinical Practice Assessment System.
Candidate Signature: ___________________________ Date: ____________________