



MULTIPLE AND SINGLE SUBJECT CLINICAL PRACTICE ASSESSMENT

Candidate Name:

Bronco ID:

University Supervisor:

Cooperating Teacher:

Mid-semester Evaluation Date:

Final Evaluation Date:

DIRECTIONS

Input: University Supervisors incorporate feedback from the Teacher Candidate, the Cooperating Teacher, and the Site Support Provider, as appropriate.

Scoring: Please refer to full text of Teacher Performance Expectations at the end of this document for clarification when scoring. Candidates are assessed at the novice teacher level.

At mid-semester, candidates may have a few TPE elements that receive scores of "1" or "NE," but supervisors should notify their program coordinator if a candidate receives more than 6 scores of "1" or the supervisor notes other concerns with the candidate.

At the end of the semester, candidates should receive a score of "3" in each TPE element to pass clinical practice. If constrain(s) prevent this, the candidate may still pass if:

- The constraint(s) and need(s) are appropriately documented in the overall assessment field below and on the candidate's Individual Development Plan (IDP)
- The candidate scores below "3" in no more than on element per TPE.
- The candidate scores below "3" in no more more than 6 elements total.

Timeline: Mid-Semester Evaluations should be completed no later than the 9th week of the semester. Final Evaluations should be completed no later than Final Exam week.

Submission: Signatures from all parties must be provided. Supervisors should place the signed form in the candidate's electronic folder.

ASSESSMENT RUBRIC AND SCORE LEVELS

3—Proficient: Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate's work. Student was able to work independently.

2—Approaching Proficiency: Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate's work. Required often required additional support.

1—Does Not Demonstrate Proficiency: Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate's work. Cannot meet standard even with additional support.

NE—No Evidence: No opportunity to observe candidate regarding this standard. Not enough evidence to make an assessment at this time. (Click on the bottom of the scoring box to enter this notation).

TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element and Descriptor	Mid-Sem	Final
1. Apply knowledge of students' interests, needs, and backgrounds to engage them in learning and communicate progress with parents as needed. (1, 2, 7)		
2. Promote critical thinking and active learning by connecting subject matter to real-life contexts, and use inquiry and reflection to adjust instruction. (3, 5, 8)		
3. Use principles of UDL and MTSS to support access to the curriculum and environment for all learners. (4, 7)		
4. Use research-based approaches to support instructional and linguistic needs of students acquiring Standard English, with a disability, or both. (6)		

TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element and Descriptor	Mid-Sem	Final
1. Use positive intervention and culturally responsive practices to encourage positive interactions among students and reflect diverse perspectives. (1, 3)		
2. Use content-specific pedagogy to design, implement, & monitor disciplinary & cross-disciplinary learning; engage students in using multiple means of representing knowledge. (2)		
3. Adapt and modify academic language instruction to support all students' access to standards-based content; employ diverse resources and technology. (4)		
4. Establish and maintain clear expectations for positive classroom behavior and student interactions with teacher and peers. (5, 6)		

TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element with Descriptor	Mid-Sem	Final
1. Use knowledge about students, standards, and objectives to organize curriculum and promote understanding of subject. (1, 2, 3)		
2. Establish and maintain inclusive and safe learning environments, and address any instances of intolerance among students. (4, 6)		
3. Maintain high expectations for learning and clear expectations for positive classroom behavior. (5)		
4. Apply technology standards to develop students' digital literacy, support their learning, and promote digital citizenship. (7, 8)		

TPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Element and Descriptor	Mid-Sem	Final
1. Plan short- and long-term learning using knowledge of typical and atypical child development and data about academic status, learning goals, EL proficiency, and cultural background. (1, 2)		
2. Access appropriate resources to design and implement instruction that reflects connections between disciplines and development of competencies across the curriculum. (3, 4, 6)		
3. Provide opportunities for students to evaluate their own progress, advocate for their individual needs, and successfully participate in transition plans, if applicable. (5)		
4. Apply contemporary understandings of the role of language, interaction, and participation to promote a range of communication strategies and participation structures to facilitate learning. (7, 8)		

TPE 5: ASSESSING STUDENT LEARNING

Element and Descriptor	Mid-Sem	Final
1. Apply knowledge of the purposes, characteristics, and uses of assessments to establish learning goals, and to plan, differentiate, make accommodations and/or modify instruction. (1, 4)		
2. Collect and analyze assessment data from multiple measures to plan and modify instruction, document learning, and assist students and families in understanding student progress. (2, 5, 8)		
3. Work with specialists to interpret assessment results to distinguish between various types of English learners, and identify their level of academic proficiency in English to inform instruction. (6, 7)		
4. Involve students in self-assessment and reflection on learning goals and progress, and provide students with opportunities to revise or reframe work based on assessment feedback. (3)		

TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

Element and Descriptor	Mid-Sem	Final
1. Recognize their own values and biases and their potential effect on instruction, and mitigate any negative impact; exhibit positive dispositions toward students, families, and colleagues. (1, 2, 4)		
2. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (3)		
3. Demonstrate professional and ethical conduct for all aspects of learning and classroom management, and policies regarding privacy, health, and safety of students and families. (5)		
4. Enact professional responsibilities as mandated reporters and comply with all related laws, including the responsible use of social media and other digital platforms and tools. (6)		

TPE 7: EFFECTIVE LITERACY INSTRUCTION FOR ALL STUDENTS

Element and Descriptor	Mid-Sem	Final
1. Plan, implement and monitor evidence-based literacy instruction, including ELD for students identified as English Learners, grounded in the ELA, ELD and CCSS Standards, UDL, MTSS, <i>Dyslexia Guidelines</i> , SEL and other appropriate student needs using asset-based pedagogies and a range of assessment practices. (1, 2, 3, 4, 10)		
2. Develop students' skills in print concepts, text reading fluency, vocabulary knowledge, grammatical structures, discourse-level understanding. (5, 7)		
3. Engage students, including identified English learner students, in meaning making building on prior knowledge, analyzing and using complex texts, questioning, and discussion. (6, 11)		
4. Promote students' content knowledge by engaging students in literacy instruction and develop their effective expression and digital literacy as they write, discuss, present, and use language conventions for varied purposes, contexts, and audience. (8, 9)		

Mid-Semester Evaluation: Provide overall assessment and note any strengths and/or needs (with relevant TPE)

Candidate Signature and Date:

Supervisor Signature and Date:

Other Evaluator Signature and Date:

Other Evaluator (print name & title):

Final Evaluation: Provide overall assessment and note any strengths and/or needs (with relevant TPE)

Candidate Signature and Date:

Supervisor Signature and Date:

Other Evaluator Signature and Date:

Other Evaluator (print name & title):