UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Observation Instrument—English

Date of Observation				
Subject Area Observed				
Type of Classroom				
Age/Grades of Students ___	Number of Students in Class ___	Number of Students having IEPs ___	Number of Students identified as Gifted/Talented ___	Number of Students having LEP ___

General Notes about Lesson Plan (Standards 7, 10)

1. Plans coherent learning experiences across range of texts (7).	☐NA	☐1	☐2	☐3	☐4
2. Plans differentiate instruction (7).	☐NA	☐1	☐2	☐3	☐4
3. Appropriate sequencing of learning experiences (7).	☐NA	☐1	☐2	☐3	☐4
4. Plans based on formative and summative assessment data (7).	☐NA	☐1	☐2	☐3	☐4
5. Collaboration with professionals for special needs (7).	☐NA	☐1	☐2	☐3	☐4
6. The teacher evaluates and adjusts plans (7).	☐NA	☐1	☐2	☐3	☐4
7. Plans standards-based learning experiences in reading (7).	☐NA	☐1	☐2	☐3	☐4
8. Plans instruction that incorporates knowledge of language (7).	☐NA	☐1	☐2	☐3	☐4
9. Plans reflect curriculum integration/interdisciplinary methods (7).	☐NA	☐1	☐2	☐3	☐4
10. Using meaningful research (10)	☐NA	☐1	☐2	☐3	☐4

Note. **Associated standard shown in parentheses.**

Initial Observations about the Learning Environment (Standard 3)

Introduction/Engagement (Standards 1, 2, 8)

Time	Description of Events

1.	Developmental appropriateness of introductory activity (1):	☐NA	☐1	☐2	☐3	☐4
2.	Provisions for learning differences in introduction (2):	☐NA	☐1	☐2	☐3	☐4
3.	Connections to prior knowledge and experiences (2):	☐NA	☐1	☐2	☐3	☐4
4.	Use of multiple models and representations (8):	☐NA	☐1	☐2	☐3	☐4
5.	Learner engagement in higher order thinking (8):	☐NA	☐1	☐2	☐3	☐4
6.	Use of questioning to stimulate discussion (8):	☐NA	☐1	☐2	☐3	☐4
7.	Strategies to support learner communication skills (8):	☐NA	☐1	☐2	☐3	☐4
8.	Variation of instructional role (8):	☐NA	☐1	☐2	☐3	☐4

Note. **Associated standard shown in parentheses.**

Core Learning Activities (Standards 1, 2, 3, 4, 5, 8)

Time	Description of Events

Core Learning Activities Continued (Standards 1, 2, 3, 4, 5, 8)

Time	Description of Events

1. Developmental appropriateness of core activities (1):	☐NA	☐1	☐2	☐3	☐4
2. Scaffolding by developmental levels (1):	☐NA	☐1	☐2	☐3	☐4
3. Diverse learning needs addressed (2):	☐NA	☐1	☐2	☐3	☐4
4. Provisions for learning differences (2):	☐NA	☐1	☐2	☐3	☐4
5. Connections to prior knowledge and experiences (2):	☐NA	☐1	☐2	☐3	☐4
6. Multiple perspectives applied toward content (2)	☐NA	☐1	☐2	☐3	☐4
7. Incorporation of tools of language development (2):	☐NA	☐1	☐2	☐3	☐4
8. Use of resources and supports (2):	☐NA	☐1	☐2	☐3	☐4
9. Appropriate strategies and resources to adapt instruction (8)	☐NA	☐1	☐2	☐3	☐4
10. Monitoring learning and adjusting instruction (8)	☐NA	☐1	☐2	☐3	☐4
11. Collaboration with learners to develop learning experiences (8)	☐NA	☐1	☐2	☐3	☐4
12. Variation of instructional role (8)	☐NA	☐1	☐2	☐3	☐4
13. Use of multiple models and representations (8)	☐NA	☐1	☐2	☐3	☐4
14. Higher order thinking and metacognitive processes (8)	☐NA	☐1	☐2	☐3	☐4
15. Learners use a range of skills and technology (8)	☐NA	☐1	☐2	☐3	☐4
16. Instruction reflects current knowledge of ELA learning (8)	☐NA	☐1	☐2	☐3	☐4
17. Questioning to stimulate discussion (8)	☐NA	☐1	☐2	☐3	☐4
18. Instruction based on ELA curricula requirements & standards (8)	☐NA	☐1	☐2	☐3	☐4
19. Models literate and ethical practices in ELA teaching (8)	☐NA	☐1	☐2	☐3	☐4
20. Multiple representations and explanations (4):	☐NA	☐1	☐2	☐3	☐4
21. Learners understand, question, and analyze ideas (4):	☐NA	☐1	☐2	☐3	☐4
22. Use of inquiry and standards of evidence (4):	☐NA	☐1	☐2	☐3	☐4
23. Linking new ideas to prior knowledge and familiar concepts (4):	☐NA	☐1	☐2	☐3	☐4
24. Misconceptions and accurate conceptual understanding (4):	☐NA	☐1	☐2	☐3	☐4
25. Evaluating and modifying instructional resources (4):	☐NA	☐1	☐2	☐3	☐4
26. Use of supplementary resources and technologies (4):	☐NA	☐1	☐2	☐3	☐4
27. Creating opportunities to learn academic language (4):	☐NA	☐1	☐2	☐3	☐4
28. Use of resources for assessment of content (4):	☐NA	☐1	☐2	☐3	☐4
29. Knowledgeable about texts, uses literacy theory to critique texts (4)	☐NA	☐1	☐2	☐3	☐4
30. Knowledgeable about how adolescents read texts (4)	☐NA	☐1	☐2	☐3	☐4
31. Can compose a range of formal and informal texts (4)	☐NA	☐1	☐2	☐3	☐4
32. Knows the conventions of English language (4)	☐NA	☐1	☐2	☐3	☐4
33. Knowledgeable about how adolescents compose texts (4)	☐NA	☐1	☐2	☐3	☐4
34. Projects to analyze the complex issues or questions (5):	☐NA	☐1	☐2	☐3	☐4
35. Applying content knowledge to real world problems (5):	☐NA	☐1	☐2	☐3	☐4
36. Use of current tools and resources (5):	☐NA	☐1	☐2	☐3	☐4
37. Fostering innovation and problem solving (5):	☐NA	☐1	☐2	☐3	☐4
38. Learners use variety of forms of communication (5):	☐NA	☐1	☐2	☐3	☐4
39. Learners generate and evaluate new ideas and approaches (5):	☐NA	☐1	☐2	☐3	☐4
40. Learners develop diverse social and cultural perspectives (5):	☐NA	☐1	☐2	☐3	☐4
41. Supports for learner literacy development (5):	☐NA	☐1	☐2	☐3	☐4

42. Safe, positive learning climate (3):	☐NA	☐1	☐2	☐3	☐4
43. Collaborative, self-directed learning (3):	☐NA	☐1	☐2	☐3	☐4
44. Shared values and expectations for respectful interactions (3):	☐NA	☐1	☐2	☐3	☐4
45. Manages the learning environment (3):	☐NA	☐1	☐2	☐3	☐4
46. Learners evaluate the learning environment (3):	☐NA	☐1	☐2	☐3	☐4
47. Respect for and responsiveness to differing perspectives (3):	☐NA	☐1	☐2	☐3	☐4
48. Responsible learner use of interactive technologies (3):	☐NA	☐1	☐2	☐3	☐4
49. Inclusive learning environment promotes student ELA learning	☐NA	☐1	☐2	☐3	☐4

Note. **Associated standard shown in parentheses.**

Closure (Standards 1, 2, 8)

Time	Description of Events

1. Developmental appropriateness of closure (1):	☐NA	☐1	☐2	☐3	☐4
2. Provisions for learning differences in closure (2):	☐NA	☐1	☐2	☐3	☐4
3. Connections to prior knowledge and experiences (2):	☐NA	☐1	☐2	☐3	☐4
4. Use of multiple models and representations (8):	☐NA	☐1	☐2	☐3	☐4
5. Learner engagement in higher order thinking (8):	☐NA	☐1	☐2	☐3	☐4
6. Use of questioning to stimulate discussion (8):	☐NA	☐1	☐2	☐3	☐4
7. Strategies to support learner communication skills (8):	☐NA	☐1	☐2	☐3	☐4
8. Variation of instructional role (8):	☐NA	☐1	☐2	☐3	☐4

Note. **Associated standard shown in parentheses.**

Assessments (Standard 6)

1.	Range of authentic assessments of reading and literature (6).	☐NA	☐1	☐2	☐3	☐4
2.	Reading assessments inform about interests and skills (6).	☐NA	☐1	☐2	☐3	☐4
3.	Examination of test and performance data (6).	☐NA	☐1	☐2	☐3	☐4
4.	Learners are provided with effective descriptive feedback (6).	☐NA	☐1	☐2	☐3	☐4
5.	Multiple ways of demonstrating knowledge and skill (6).	☐NA	☐1	☐2	☐3	☐4
6.	Range of assessments promote development as writers (6).	☐NA	☐1	☐2	☐3	☐4
7.	Learner preparation for particular assessment formats (6).	☐NA	☐1	☐2	☐3	☐4
8.	Employment of technology to support assessment (6).	☐NA	☐1	☐2	☐3	☐4

Note. **Associated standard shown in parentheses.**

Standards not Typically Observed in a Classroom Setting

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Evidence Source and Comments

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, to contribute to a school culture that promotes equity, and to advance the profession.

Evidence Source and Comments

RATINGS

Limited (1)	**Formative:** Demonstrates **minimal or no trajectory toward meeting standard** on the observed lesson; Exhibits **minimal evidence** of attainment of concepts and practice. **Summative**: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits **insufficient evidence** of attainment of concepts and practice.
Developing (2)	**Formative:** Demonstrates **trajectory toward meeting standard** on the observed lesson; Exhibits **some evidence** of attainment of concepts and practice. **Summative**: Although trajectory toward meeting standard is demonstrated, **insufficient evidence** has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits **insufficient evidence** of attainment of concepts and practice.
Proficient (3)	**Formative:** Demonstrates **that standard is met** on the observed lesson. Exhibits **sufficient evidence** of attainment of concepts and practice. **Summative: Sufficient evidence** has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits **sufficient evidence** of attainment of concepts and practice.
Exemplary (4)	**Formative:** Demonstrates **that standard is exceeded** on the observed lesson; Exhibits **in-depth evidence** of attainment of concepts and practice. **Summative**: **Superlative evidence** has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits **superlative evidence** of attainment of concepts and practice.

Overall Scores

CPPA Standards	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
1. Learner Development *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences*	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	
2. Learning Differences *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards*	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	
3. Learning Environment *The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation*	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	
4. Content Knowledge *The teacher applies the central concepts, tools of inquiry, and structures of the discipline(s) that he/she teaches to create learning experiences from a variety of perspectives that enrich traditional concepts, making these aspects of the discipline accessible and meaningful for all learners to assure mastery of the content.*	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	
5. Application of Content	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	

The teacher makes connections across concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.					
6. Assessment *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*	☐NA	☐1　☐1+	☐2-　☐2　☐2+	☐3-　☐3　☐3+	☐4-　☐4　☐4+
7. Planning for Instruction *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners, community context, and available resources.*	☐NA	☐1　☐1+	☐2-　☐2　☐2+	☐3-　☐3　☐3+	☐4-　☐4　☐4+
8. Instructional Strategies *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, to build skills to apply knowledge in meaningful ways, to identify and reduce biases and prejudices, to investigate how implicit cultural assumptions, frames of reference, biases, and perspectives influence the ways in which knowledge is constructed within a discipline.*	☐NA	☐1　☐1+	☐2-　☐2　☐2+	☐3-　☐3　☐3+	☐4-　☐4　☐4+
9. Professional Learning and Ethical Practice *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects*	☐NA	☐1　☐1+	☐2-　☐2　☐2+	☐3-　☐3　☐3+	☐4-　☐4　☐4+

of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.						
10. Leadership and Collaboration *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with learners, families, colleagues, other school professionals, and commmunity members to ensure learner growth, to contribute to a school that promotes equity, and to advance the profession.*	☐NA	☐1 ☐1+	☐2- ☐2 ☐2+	☐3- ☐3 ☐3+	☐4- ☐4 ☐4+	

Additional Comments