

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Observation Instrument





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 are appropriate for goals and standards (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Plans differentiate instruction (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Appropriate sequencing of learning experiences (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Plans based on formative and summative assessment data (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Collaboration with professionals for special needs (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. The teacher evaluates and adjusts plans (7).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Using meaningful research (10)	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Provisions for learning differences in introduction (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Connections to prior knowledge and experiences (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Use of multiple models and representations (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Learner engagement in higher order thinking (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Use of questioning to stimulate discussion (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Strategies to support learner communication skills (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Variation of instructional role (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Scaffolding by developmental levels (1):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Diverse learning needs addressed (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Provisions for learning differences (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Connections to prior knowledge and experiences (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Multiple perspectives applied toward content (2)	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Incorporation of tools of language development (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Use of resources and supports (2):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. Use of multiple models and representations (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. Learner engagement in higher order thinking (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. Use of questioning to stimulate discussion (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. Strategies to support learner communication skills (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. Variation of instructional role (8):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. Multiple representations and explanations (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15. Learners understand, question, and analyze ideas (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
16. Use of inquiry and standards of evidence (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
17. Linking new ideas to prior knowledge and familiar concepts (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
18. Misconceptions and accurate conceptual understanding (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
19. Evaluating and modifying instructional resources (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
20. Use of supplementary resources and technologies (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21. Creating opportunities to learn academic language (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
22. Use of resources for assessment of content (4):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
23. Projects to analyze the complex issues or questions (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
24. Applying content knowledge to real world problems (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
25. Use of current tools and resources (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
26. Fostering innovation and problem solving (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
27. Learners use variety of forms of communication (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
28. Learners generate and evaluate new ideas and approaches (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
29. Learners develop diverse social and cultural perspectives (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
30. Supports for learner literacy development (5):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
31. Safe, positive learning climate (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
32. Collaborative, self-directed learning (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
33. Shared values and expectations for respectful interactions (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
34. Manages the learning environment (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
35. Learners evaluate the learning environment (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
36. Respect for and responsiveness to differing perspectives (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
37. Responsible learner use of interactive technologies (3):	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Note. Associated standard shown in parentheses.



Closure (Standards 1, 2, 8)

Time	Description of Events

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

Note. Associated standard shown in parentheses.

Assessments (Standard 6)

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1. Use of formative and summative assessment (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Assessments match learning objectives (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Examination of test and performance data (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Learners are provided with effective descriptive feedback (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Multiple ways of demonstrating knowledge and skill (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Use of multiple types of assessment data (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Learner preparation for particular assessment formats (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Employment of technology to support assessment (6).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
2. Learning Differences	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
3. Learning Environment	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4. Content Knowledge	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
5. Application of Content	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6. Assessment	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
7. Planning for Instruction	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8. Instructional Strategies	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
9. Professional Learning and Ethical Practice	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10. Leadership and Collaboration	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	

Additional Comments