

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Observation Instrument—Music





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 <i>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</i>	<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 <i>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</i>	<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 <i>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</i>	<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 <i>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.</i>	<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+	



<p>5. Application of Content <i>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.</i></p>	<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+	
<p>6. Assessment <i>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.</i></p>	<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+	
<p>7. Planning for Instruction <i>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.</i></p>	<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+	
<p>8. Instructional Strategies <i>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.</i></p>	<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+	
<p>9. Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually</i></p>	<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+	



<p><i>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.</i></p>						
<p>10. Leadership and Collaboration <i>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 that promotes equity, and to advance the profession.</i></p>	<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