Clinical Practice Performance Assessment

Observation Instrument—Early Childhood
### General Notes about Lesson Plan (Standards 7, 10)

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<tbody>
<tr>
<td>1. Plans are appropriate for goals and standards (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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<tr>
<td>2. Plans differentiate instruction (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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<tr>
<td>3. Appropriate sequencing of learning experiences (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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<tr>
<td>4. Plans based on formative and summative assessment data (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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<tr>
<td>5. Collaboration with professionals for special needs (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
</tr>
<tr>
<td>6. Integrates reflective perspectives on early education (7).</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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<tr>
<td>7. Using meaningful research (10)</td>
<td>☐NA</td>
<td>☐1</td>
<td>☐2</td>
<td>☐3</td>
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*Note:* Associated standard shown in parentheses.

### Initial Observations about the Learning Environment (Standard 3)
### Introduction/Engagement (Standards 1, 2, 8)

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<th>Time</th>
<th>Description of Events</th>
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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)

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<tr>
<td>Time</td>
<td>Description of Events</td>
</tr>
</tbody>
</table>
1. **Developmental appropriateness of core activities (1):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

2. **Scaffolding by developmental levels (1):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

3. **Multiple influences on early learning and development (1):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

4. **Diverse learning needs addressed (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

5. **Provisions for learning differences (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

6. **Connections to prior knowledge and experiences (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

7. **Multiple perspectives applied toward content (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

8. **Incorporation of tools of language development (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

9. **Use of resources and supports (2):**
   - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

10. **Effective strategies and tools for early education (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

11. **Learner engagement in higher order thinking (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

12. **Use of questioning to stimulate discussion (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

13. **Strategies to support learner communication skills (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

14. **Variation of instructional role (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

15. **Broad repertoire of developmentally appropriate approaches (8):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

16. **Multiple representations and explanations (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

17. **Learners understand, question, and analyze ideas (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

18. **Central concepts, inquiry tools, and content area structure (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

19. **Linking new ideas to prior knowledge and familiar concepts (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

20. **Misconceptions and accurate conceptual understanding (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

21. **Evaluating and modifying instructional resources (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

22. **Use of supplementary resources and technologies (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

23. **Creating opportunities to learn academic language (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

24. **Use of resources for assessment of content (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

25. **Content knowledge and resources in academic disciplines (4):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

26. **Projects to analyze the complex issues or questions (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

27. **Applying content knowledge to real world problems (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

28. **Use of current tools and resources (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

29. **Fostering innovation and problem solving (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

30. **Learners use variety of forms of communication (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

31. **Learners generate and evaluate new ideas and approaches (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

32. **Learners develop diverse social and cultural perspectives (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

33. **Supports for learner literacy development (5):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

34. **Safe, positive learning climate (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

35. **Collaborative, self-directed learning (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

36. **Shared values and expectations for respectful interactions (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

37. **Manages the learning environment (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

38. **Learners evaluate the learning environment (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

39. **Respect for and responsiveness to differing perspectives (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

40. **Responsible learner use of interactive technologies (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4

41. **Positive relationships and supportive interactions (3):**
    - ☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4
### Closure (Standards 1, 2, 8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Events</th>
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</table>

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)

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<thead>
<tr>
<th></th>
<th>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</th>
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<tbody>
<tr>
<td>1. Use of formative and summative assessment (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
</tr>
<tr>
<td>2. Assessments match learning objectives (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
</tr>
<tr>
<td>3. Examination of test and performance data (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
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<tr>
<td>4. Learners are provided with effective descriptive feedback (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
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<tr>
<td>5. Multiple ways of demonstrating knowledge and skill (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
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<tr>
<td>6. Use of multiple types of assessment data (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
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<tr>
<td>7. Learner preparation for particular assessment formats (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
</tr>
<tr>
<td>8. Employment of technology to support assessment (6).</td>
<td>☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4</td>
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*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

<table>
<thead>
<tr>
<th>RATINGS</th>
<th>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</th>
<th>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.</th>
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<tbody>
<tr>
<td>Limited</td>
<td></td>
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<tr>
<td>(&lt;1)</td>
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<tr>
<td>Developing</td>
<td>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.</td>
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<tr>
<td>(&lt;2)</td>
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<td></td>
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<tr>
<td>Proficient</td>
<td>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.</td>
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<tr>
<td>(&lt;3)</td>
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<tr>
<td>Exemplary</td>
<td>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.</td>
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<td>(&gt;4)</td>
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## Overall Scores

<table>
<thead>
<tr>
<th>CPPA Standards</th>
<th>NA</th>
<th>Limited (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
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| **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**
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.

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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.

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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.

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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.

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9. **Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually improve practice.

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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.

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 that promotes equity, and to advance the profession.

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<th>☐ 1</th>
<th>☐ 1+</th>
<th>☐ 2-</th>
<th>☐ 2</th>
<th>☐ 2+</th>
<th>☐ 3-</th>
<th>☐ 3</th>
<th>☐ 3+</th>
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Additional Comments