

Section 1/4: Planning and Preparation

Focus for Learning: Standards and Objectives /Targets

pre CFAST item A.: Planning for Instruction and Assessment

- Meets Expectations: Plans align to appropriate P-12 state Learning Standards AND Goals are measurable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners
- Emerging: Plans align to appropriate P-12 state Learning Standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners
- Does Not Meet Expectations: Plans do not align to the appropriate P-12 state Learning Standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners

Assessment of P-12 Learning

pre CFAST item B.: Planning for Instruction and Assessment

- Meets Expectations: Planned assessments 1. Provide opportunities for learners to illustrate competence, 2. Align with the P-12 state Learning Standards
- Emerging: Planned assessments 1. Provide opportunities for some learners to illustrate competence OR 2. Align with the P-12 state Learning Standards
- Does not meet expectations: Planned assessments 1. Are not included OR 2. Do not align with the P-12 state Learning Standard

Data-Guided Instruction

pre CFAST item G.: Assessment *Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels

- Meets Expectations: Uses data-informed decisions to design instruction and assessment
- Emerging: Uses minimal data to design instruction and assessment
- Does not meet expectations: Does not use data to design instruction and assessment

Reflect on the extent that the student demonstrates knowledge of content and pedagogy (PCK6) based on these indicators: +Has the required knowledge of content +Understands general and content-related pedagogy +Understands the age group being taught and their abilities +Understands the use of appropriate technology in the content area +Which of the following descriptors best identifies the student's demonstration of knowledge of content and pedagogy? Check the box that corresponds to your assessment of this student. *

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed

Reflect on the extent that the student designs coherent instruction (CLS, D1) based on these indicators: Used student information to prepare extensive, learner centered lesson plans Created plans with clear goals/objectives aligned to standards Plans are detailed and complete Designed lessons in collaboration with the cooperating teacher Which of the following descriptors best identifies the student's demonstration of designs coherent instruction? Check the box that corresponds to your assessment of this student. *

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed

Planning and Preparation Summary: What overall rating reflects this student's ability to plan and prepare for instruction?*

- Exemplary
- Meets Expectations
- Emerging
- Limited

TCH 216 Summative Clinical Evaluation Updated October 2022

() Does Not Meet Expectations

Briefly explain your overall rating for this student in this category. *

TCH 216 Summative Clinical Evaluation Updated October 2022

Many of our instructors use point-based grading systems. Please select the number of points that you believe this student has earned overall for planning and preparation based on the performance rating that you have chosen. Only choose a point value for the rating you have chosen.

	37	38	39	40
Exemplary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34	35	36	
Meets Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	31	32	33	
Emerging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	27	28	29	30
Limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your rating is Does Not Meet Expectations please write in the number of points below 27 that you feel this student has earned

Section 2/4: The Classroom Environment

Safe and Respectful Learning Environment (Classroom Management)*

pre CFAST F.: Instructional Delivery

- Meets Expectations: Manages a safe and respectful learning environment through the use of routines and transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners
- Emerging: Attempts to manage a safe learning environment through the use of routines and transitions (i.e., classroom management) **AND/OR** Attempts to establish constructive relationships to engage learners
- Does not meet expectations: Does not manage a safe learning environment (i.e., insufficient classroom management) **OR** Does not establish constructive relationships to engage learners

Reflect on the extent that the student maintains an environment of respect and rapport (LE3) based on these indicators: Interacts in a positive and respectful manner with students Has clear expectations for learning and achievement Is excited and engaged in teaching Which of the following descriptors best identifies the student's demonstration of maintains an environment of respect and rapport? Check the box that corresponds to your assessment.*

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed.

Reflect on the extent that the student manages classroom procedures (LE4, PI) based on these indicators: Utilizes the physical space appropriately Maintains accurate records Manages instructional groups, materials, and supplies Which of the following descriptors best identifies the student's demonstration of manages classroom procedures? Check the box that corresponds to your assessment of this student.*

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed

Classroom Environment Summary: What overall rating reflects this student's ability to support a positive classroom environment?

Exemplary

- Meets Expectations
- Emerging
- Limited
- Does Not Meet Expectations

Briefly explain your overall rating for this student in this category.

Many of our instructors use point-based grading systems. Please select the number of points that you believe this student has earned overall for the classroom environment category based on the performance rating that you have chosen. Only choose a point value for the rating you have chosen.

	19	20
Exemplary	<input type="radio"/>	<input type="radio"/>
	17	18
Meets Expectations	<input type="radio"/>	<input type="radio"/>
	16	
Emerging	<input type="radio"/>	
	14	15
Limited	<input type="radio"/>	<input type="radio"/>

If your rating is Does Not Meet Expectations please write in the number of points below 14 that you feel this student has earned

Section 3/4:Instruction

Learning Target and Directions*

pre-CPAST item C. Instructional Delivery

- () Meets Expectations: Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately
- () Emerging: Articulates an inaccurate or unclear learning target **AND/OR** Articulates inaccurate directions/explanations
- () Does not meet expectations: Does not articulate the learning target **OR** Does not articulate directions/explanations

Checking for Understanding and Adjusting Instruction through Formative Assessment*

pre-CPAST item D. Instructional Delivery

- () Meets Expectations: Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)
- () Emerging: Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion
- () Does not meet expectations: Does not check for understanding during lessons using

formative assessment OR Does not make any adjustments based on learners' responses

Digital Tools and Resources*

pre-CPAST item E. Instructional Delivery

- () Meets Expectations: Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills
- () Emerging: Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available
- () Does not meet expectations: One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting **OR** Use of technologies is not relevant to the learning objectives/ targets of the lesson **OR** C. Does not discuss technologies AND Technology is not available in the setting

* Feedback to Learners*

pre-CPAST item H. Assessment *Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning.

- () Meets Expectations: Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback
- () Emerging: Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion
- () Does not meet expectations: Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion

Assessment Techniques*

pre-CPAST item I: Assessment

- () Meets Expectations: Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative
- () Emerging: Assessment techniques are 1. Developmentally appropriate 2. Formative
- () Does not meet expectations: Formative Assessment techniques are 1. Developmentally inappropriate OR Not used

Reflect on the extent that the student demonstrates appropriate teaching skills (1D1, 1D2, 1D3, 1D4) based on these indicators: Is clear and articulate while teaching Uses instructional time appropriately Provides transitions between learning activities Uses a variety of explanations and representations of concepts Varies role as needed throughout instruction Which of the following descriptors best identifies the student's demonstration of appropriate teaching skills?

Check the box that corresponds to your assessment of this student. *

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed

Reflect on the extent that the student engages students in learning based on these indicators: Stimulates and maintains student interest and engages each student Uses good questioning and discussion techniques Successfully uses a variety of relevant and meaningful learning activities Responds to student needs during instruction and alters instruction as needed Which of the following descriptors best identifies the student's engagement of students in learning?

Check the box that corresponds to your assessment of this student.*

- Exemplary: Candidate displays all of the indicators and has displayed one or more indicators to a greater degree than expected of a pre-service teacher
- Meets Expectations: Candidate displays all of the indicators
- Emerging: Candidate displays a majority of the indicators and no negative indicators but does not meet the "Proficient" category
- Limited: Candidate displays some of the indicators but may have displayed one negative indicator
- Does Not Meet Expectations: Candidate displays few of the indicators OR candidate has displayed more than one negative indicator OR candidate displays a negative indicator that required a Disposition Concern form be filed

Instructional Skills Summary: What overall rating reflects this student's instructional skills?

- Exemplary
- Meets Expectations
- Emerging

TCH 216 Summative Clinical Evaluation Updated October 2022

- () Limited
- () Does Not Meet Expectations

Briefly explain your overall rating for this student in this category.

Many of our instructors use point-based grading systems. Please select the number of points that you believe this student has earned for instruction based on the performance rating that you have chosen. Only choose a point value for the rating you have chosen.

	19	20
Exemplary	<input type="radio"/>	<input type="radio"/>

	17	18
Meets Expectations	<input type="radio"/>	<input type="radio"/>

	16
Emerging	<input type="radio"/>

	14	15
Limited	<input type="radio"/>	<input type="radio"/>

If your rating is Does Not Meet Expectations please write in the number of points below 14 that you feel this student has earned

Section 4/4: Professional Responsibilities and Dispositions

Demonstrates Punctuality

pre-CPAST Item K. Professional Commitment and Behaviors

- () Meets Expectations: Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)
- () Emerging: Inconsistently reports on time for experience **AND/OR** Additional teacher engagements (e.g., IEPs, teacher committees)
- () Does Not Meet Expectations: Does not report on time for experience **AND/OR** Additional teacher engagements (e.g., IEPs, teacher committees)

Meets Deadlines and Obligations

pre-CPAST item L Professional Commitment and Behaviors

- () Meets Expectations: Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence
- () Emerging: Most of the time meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence
- () Does Not Meet Expectations: Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor **AND/OR** Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence

Collaboration

pre CPAST item M Professional Relationships

- () Meets Expectations: Demonstrates collaborative relationships with cooperating teacher **AND/OR** members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction
- () Emerging: Demonstrates collaborative relationships with cooperating teacher **AND/OR** members of the school community (other teachers, school personnel, administrators, etc.)
- () Does Not Meet Expectations: Does not demonstrate collaborative relationships with cooperating teacher **AND/OR** members of the school community (other teachers, school personnel, administrators, etc.)

Responds Positively to Feedback and Constructive Criticism

pre-CPAST item N. Critical Thinking and Reflective Practice

- () Meets Expectations: Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice
- () Emerging: Is receptive to feedback, constructive criticism, and supervision **AND/OR** Incorporates feedback inconsistently
- () Does Not Meet Expectations: Is not receptive to feedback, constructive criticism, and supervision **AND/OR** Does not incorporate feedback

Connections to Research/Theory

pre-CPAST item J Analysis of Teaching

- () Meets Expectations: Discusses and provides evidence of connections to educational research and/or theory
- () Emerging: Mentions connections to educational research and/or theory
- () Does Not Meet Expectations: No connections OR inaccurate connections to educational research and/or theory

Professional Dispositions and Responsibilities Summary: What overall rating reflects this student's professionalism?

- () Exemplary
- () Meets Expectations
- () Emerging
- () Limited
- () Does Not Meet Expectations

Briefly explain your overall rating for this student in this category.

	20	19	18	17
Meets Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	16	15	14
Emerging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your rating is Does Not Meet Expectations, please write in the number of points below 14 that you feel this student has earned.

