POINT 19 02 LOMA
NAZARENE UNIVERSITY

School of Education

Clinical Practice Handbook

Single Subject • Multiple Subject • Education Specialist

2024-2025
School of Education
Point Loma Nazarene University

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California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

CSTP Element	*Expectation*
Connecting students prior knowledge, life experience, and interest with learning goals.	● The candidate regularly integrated effective ways to activate students' prior knowledge. ● Displayed evidence of ability to make connections between learning goals and the students' background and experiences.
Using a variety of instructional strategies and resources to respond to students' diverse needs.	● The candidate regularly integrated effective ways to use a variety of instructional strategies that were appropriate to the students and the instructional goals. ● Displayed evidence of ability to make adjustments to respond to students' needs.
Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	● The candidate regularly integrated effective ways to ask an appropriate variety of questions, encourage thoughtful responses and stimulate discussion in different ways. ● Displayed evidence of ability to employ wait time (before repeating or rephrasing, making a comment or calling on another student).

Understanding and Organizing Subject Matter for Student Learning

CSTP Element	*Expectation*
Demonstrates knowledge of subject matter content and student development.	● The candidate regularly integrated effective ways to demonstrate the content knowledge and ability to teach the state-adopted academic content standards for students. ● Displayed evidence of the ability to integrate an understanding of developmentally appropriate strategies in teaching students at distinct stages of child and adolescent development.
Develop student understanding through instructional strategies that are appropriate for the subject matter.	● The candidate regularly integrated effective ways to develop student understanding through instructional strategies that are appropriate to the subject matter. ● Displayed evidence of the ability to include a variety of strategies to ensure all student populations are successful.

Promotes student effort and engagement through a positive climate for learning.	● The candidate regularly integrated effective ways to establish a classroom climate that promotes fairness and respect. ● Displayed evidence of ability to maintain that environment throughout a variety of teaching situations.
Develops and maintains expectations for academic and social behavior.	● The candidate regularly integrated effective ways to establish reasonable and appropriate expectations for student behavior. ● Displayed evidence of ability to maintain the set expectations throughout a variety of teaching situations.
Plans and implements routines to support teaching and learning.	● The candidate regularly integrated effective ways to plan for classroom procedures that support student learning. ● Displayed evidence of ability to implement routines that support teaching and learning.
Uses instructional time effectively for teaching and learning.	● The candidate regularly integrated effective ways to plan for meaningful instruction of standards-based curriculum. ● Displayed evidence of ability to use instructional time to maximize student achievement.

Assessing Student Learning

CSTP Element	*Expectation*
Establishes and communicates learning goals for all students.	● The candidate regularly integrated effective ways to establish learning goals in relation to student needs and the district and state expectation. ● Displayed evidence of ability to clearly communicate learning goals to students.
Collects and uses multiple sources of information to assess student learning.	● The candidate regularly integrated effective ways to use a variety of appropriate sources to collect information about student learning. ● Displayed evidence of ability to accurately interpret assessment results in order to plan and modify instruction.
Communicates and uses multiple sources of information to assess student learning.	● The candidate regularly integrated effective ways to give students specific timely feedback on their learning. ● Displayed evidence of ability to maintain accurate records documenting student achievement.

Planning Instruction & Designing Learning Experiences For All Students

CSTP Element	Expectation
Establishes and articulates goals for student learning.	● The candidate regularly integrated effective ways to establish long and short-term goals for student learning that are based on local and state academic standards. ● Displayed evidence of the ability to plan how to explain content clearly and make abstract concepts concrete and meaningful to students.
	● The candidate regularly integrated effective ways to sequence instruction so the content to be taught connects to preceding and subsequent content. ● Displayed evidence of the ability to select or adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs of identified students needing specialized instruction.
	● The candidate regularly integrated effective ways to use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills. ● Displayed evidence of the ability to maximize learning opportunities for all students based on assessment data, classroom observation, and consultation.

Developing as a Professional Educator

CSTP Element	Expectation
Reflects on teaching practice and plans for professional development.	● The candidate regularly integrated effective ways to reflect on their teaching practice. ● Displayed evidence of ability to integrate reflection of past practice into future planning.
Work with colleagues to improve professional practice.	● The candidate regularly integrated effective ways to demonstrate the development of professional attributes (punctuality, preparation, knowledge, communication, initiative, and professional demeanor). ● Displayed evidence of ability to appropriately seek and accept feedback, guidance, and support from professional mentors.

California Teaching Performance Expectations (TPEs)

These standards are based on the CSTPs mentioned above, specifically addressing the knowledge, skills, and abilities that beginning teachers will need to demonstrate.

TPE 1	Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content area, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional needs is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency and an identified disability.

7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2	Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, reflect diversity and multiple perspectives, and are culturally responsive.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3	Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organizing, and planning to support the acquisition and use of academic language within learning activity to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4	Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content and standards related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   ● appropriate use of instructional technology, including assistive technology;
   ● applying principles of UDL and MTSS;
   ● use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English

learners; ● appropriate modifications for students with disabilities in the general education classroom; ● opportunities for students to support each other in learning; and ● use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5	Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments

	to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7.	Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8.	Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6	Developing as a Professional Educator

1.	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2.	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3.	Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4.	Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5.	Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6.	Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7.	Critically analyze how the context, structure, and history of public education in California affects

and influences state, district, and school governance as well as state and local education finance.

TPE 7	Effective Literacy Instruction

1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

5. Foundational Skills. Develop students' skills in the following:
   a. print concepts, including letters of the alphabet
   b. phonological awareness, including phonemic awareness
   c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences
   d. decoding and encoding, including morphological awareness
   e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

     f.   instruction that is structured and organized as well as direct, systematic, and explicit

     g. connected, decodable text

Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reading, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology and multimedia, as appropriate, and fluency and spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the

discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

10. Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language, plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

11. Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Clinical Practice Course Objectives

The Clinical Practice course will facilitate the introduction of the Teacher Candidate into their professional roles and responsibilities. By the end of the Clinical Practice experience the Teacher Candidate will:

		Candidate Learning Outcome (CLO)	*TPE Addressed*
A		Demonstrate the ability to provide instruction that is aligned with state-adopted academic content standards.	1.4, 3.1, 3.3. 7.1, 7.2, 7.3
B		Plan multiple strategies for managing and delivering instruction in relation to (1) state-adopted academic content standards and curriculum frameworks, (2) students' needs, interests and accomplishments, and (3) the observed results of the strategies.	1.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 7.1, 7,2, 7.3, 7.4
C		Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state adopted academic content standards for students. They will pace instruction and re-teach content-based on evidence gathered.	1.8, 7.4, 7.10
D		Use a variety of formative, informal and formal assessments, as well as entry, monitoring and summative assessments to determine prior knowledge and students' progress to plan instruction.	4.3, 5.1, 5.2, 5.6, 5.7, 5.8, 7.10
E		Incorporate specific strategies, teaching/instructional activities, materials, procedures and experiences that are developmentally appropriate and address state-adopted academic content standards to motivate students and encourage student effort.	1.3, 1.7, 4.3, 4.7, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11
F		Communicate instructional objectives to students and ensure active and equitable participation of all students.	1.3, 1.5, 2.6, 4.7, 5.3
G		Understand and apply theories, principles and instructional practices for English language development leading to comprehensive literacy in English.	1.6, 4.4, 5.6, 5.7, 7.1, 7.3, 7.7, 7.9, 7.11
H		To establish comprehensive long-term and short-term goals for student learning in relation to subject matter, and sequence instruction to connect preceding and subsequent content in accordance with state-adopted academic standards for students.	4.1, 5.3

I	Learn the benefits of collaborative, collegial planning by teachers and other adults in K-12 schools, including working closely with one or more colleagues to design and deliver effective, coordinated instruction.	4.6, 5.6, 6.3, 6.4, 7.10
J	Collaborate with individuals having disabilities and their parents/primary caregivers, general and special educators, co-teachers, related service personnel, trans-disciplinary teams to design, to ensure appropriate and integrated services and supports based on individual student needs.	4.5, 4.6, 5.6, 6.4, 7.10
K	Understand and implement the law and regulations regarding promoting behavior that is positive and self-regulatory and apply the theories and school-wide practices for students who present complex social communication, behavioral, and social, emotional needs.	2.1, 7.2, 7.4
L	Demonstrate the knowledge, skills, and abilities to implement evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.	4.2, 4.4, 5.8, 7.2
M	Demonstrate the skills and abilities necessary to assess and monitor the progress of all students with varying language, communication, and cognitive abilities in a comprehensive manner using multiple sources of information for the purpose of making accommodations, modifications, and instructional decisions.	4.4, 4.5, 5.2, 5.8, 7.10
N	Demonstrate professionalism and a commitment to growth as a professional educator.	6.1, 6.2, 6.5, 6.6, 6.7
O	Understand and use technology to promote student learning and provide access to the core curriculum.	3.6, 3.7, 3.8, 4.4, 4.6, 4.8, 5.4, 7.8, 7.9
P	Demonstrate an understanding of cultural diversity and community dynamics both through instruction and communication with families.	1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 4.4, 6.2, 6.4, 7.3, 7,4
Q	*Education Specialists only*: Gain an understanding of transitional life experiences for students with disabilities across learning environments, and life-spans.	4.5
R	*Multiple and Single Subject Candidates* only: Understand and demonstrate single subject pedagogical skills.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 7.1, 7.3

Clinical Practice Semester Requirements

Clinical practice is the culmination of the program in which the candidate will be recommended for a credential. Clinical Practice involves extensive work with K – 12 students and prepares the candidate for lifelong service in a classroom. During this full-time experience in the classroom, the candidate will be able to practice pedagogy, content-specific instruction, evidence-based instructional practices, assessment, and classroom management. In addition, the candidate will be able to practice diagnostic techniques as well as early intervention for students with dyslexia and other learning disabilities (California Dyslexia Guidelines). The candidate will also practice foundational skills, and develop proficiency in teaching literature, language and comprehension.

Teacher Candidates are required to participate in two (2) 8-week phases of CP. There is no specific or required timeline for each Teacher Candidate's transition from observer to teacher. As appropriate, the Teacher Candidate will move from observation to instruction. The pacing is influenced by the group of students, the school's schedule, and the Cooperating Teacher's judgment as to the readiness of the Teacher Candidate.

Within the first phase, Teacher Candidates should have sufficient time to observe and discuss instructional techniques, instructional plans, classroom organization, discipline techniques, and materials before assuming full responsibility of the classroom. This should be no more than two (2) weeks. The Teacher Candidate then transitions to co- teaching with the Teacher Candidates taking on more and more responsibility for instruction.

In the second phase, it is suggested that no more than one (1) week is spent on observation of the daily life of the classroom, then transitioning to co-teaching with the Teacher Candidates taking on more and more responsibility for instruction.

By the end of the semester, the Teacher Candidate should have experienced four (4) weeks of solo teaching within the co-teaching model.

PLNU VS. School Calendar Guidelines

Teacher Candidates are to follow the schedule of the school district for vacations, even when different from the PLNU schedule. This may mean the Teacher Candidate has no official break, especially during the spring semester when PLNU classes may meet during the district's spring break. In addition, candidates may have to start clinical practice before the quad for the university begins. Teacher Candidates do not follow PLNU's calendar for days off from the school district.

Required Daily Hours

Teacher Candidates are to report to and remain at school during the same contractual hours required for the Cooperating Teacher. In addition, the Teacher candidate is expected to remain after school or come in early according to the Cooperating Teacher's preference for planning purposes. Teacher Candidates should expect to spend an additional 2-3 hours outside of each school day for planning purposes.

Absences

Teacher Candidates are required to be punctual and consistent in attendance. In the case of an unavoidable absence, the candidate must inform both the Cooperating Teacher and the University Supervisor before school begins and the Field Experience/Clinical Practice Coordinator as soon as feasible. All instructional plans and materials must be taken to the school if needed. Three (3) or more days of absence require a doctor's note and will require an additional week of Clinical Practice. There are no personal days; absences are appropriate for illness or emergencies only.

Video Recording

As a requirement for the California Teaching Performance Assessments (CalTPAs) and video observations, video recording is a required task that will occur during Clinical Practice Phases I and II. Teacher Candidates are required to follow the districts' policies regarding video recording and permission from all parties.

Video Observations Through SIBME

In preparation and support for the CalTPAs and to allow the Teacher Candidate to observe and reflect upon their own teaching, the University Supervisor will observe as many as two (2) formal lessons through SIBME during each phase. SIBME is a secure, FERPA-compliant video observation platform. Teacher Candidates will provide their formal lesson plan to the University Supervisor and upload their video recorded lesson to SIBME. The Teacher Candidate will then annotate the lesson using the provided standards and comments provided in the platform. The University Supervisor will then observe the lesson and provide feedback to the Teacher Candidate's annotation and provide further annotations. This process serves as the Formative Assessment Summary for the lesson. The Teacher Candidate will then complete the Analysis and Reflection Guide.

Clinical Practice Suggested Timeline (Traditional Candidates)

Document stored in binder throughout the phase
**Formal lesson plans must be submitted to the observer(s) at least 24 hours prior to the observation.*

Week	Teacher Candidate	University Supervisor	Cooperating Teacher
1	**Tasks:** ☐ Attend Clinical Practice Seminar ☐ View training videos online and complete quizzes (Phase I) ☐ Set an observation schedule ☐ Begin co-planning with Cooperating Teacher (Phase II) ☐ Complete Daily Lesson Plans ☐ Submit the Confirmation Card & W-9 to Field Experience Coordinator	**Tasks:** ☐ Meet Teacher Candidate & Cooperating Teacher ☐ Set an observation schedule	**Tasks:** ☐ View PLNU training videos online and complete quizzes ☐ Begin Virtual Master Teacher Training Through San Diego County Office of Ed. ☐ Complete W-9 ☐ Weekly Progress Report* ☐ Begin co-planning with Teacher Candidate (Phase II)
2	**Tasks:** ☐ Begin co-planning with Cooperating Teacher (Phase I) ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person Observation (Formative Assessment Summary*) ☐ Evaluate: Daily Lesson Plans in Taskstream	**Tasks:** ☐ Begin co-planning with Teacher Candidate (Phase I) ☐ Weekly Progress Report*
3	**Tasks:** ☐ Continue co-planning with the Cooperating Teacher	**Tasks:** ☐ Review Clinical Practice Binder	**Tasks:** ☐ Continue co-planning with Teacher Candidate ☐ Complete Master Teacher Training with SDCOE ☐ Weekly Progress

			Report*
4	**Tasks:** ☐ Continue co-planning with the Cooperating Teacher ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Midterm Triad Conference ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person or SIBME Observation (formative Assessment Summary*) ☐ Midterm Assessment (e-mail survey)* ☐ Midterm Triad Conference ☐ Evaluate Daily Lesson Plans in Taskstream	**Tasks:** ☐ Continue co-planning with Teacher Candidate ☐ Weekly Progress Report* ☐ Observation (Midterm Assessment* - e-mail survey) ☐ Midterm Triad Conference
5	**Tasks:** ☐ Continue co-planning with the Cooperating Teacher		**Tasks:** ☐ Continue co-planning with Teacher Candidate ☐ Weekly PRogress Report*
6	**Tasks:** ☐ Prepare for full responsibility teaching ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person or SIBME Observation (Formative Assessment Summary*) ☐ Evaluate Daily Lesson Plan in Taskstream	**Tasks:** ☐ Shift instructional planning responsibility to Teacher Candidate ☐ Weekly Progress Report*
7	**Tasks:** ☐ Submit TPA 11:59 PM, Thursday Night of Week 7 ☐ Conduct full responsibility teaching		**Tasks:** ☐ Confer daily regarding responsibilities ☐ Weekly Progress Report*
8	**Tasks:** ☐ Conduct full responsibility teaching	**Tasks:** ☐ In-person Observation (Formative Assessment summary*)	**Tasks:** ☐ Observation (Final Assessment* - e-mail survey)

	☐ Formal Lesson Plan** ☐ Analysis & Reflection conference Guide* ☐ Final Triad Conference ☐ End-of-Placement Reflections (e-mail surveys) ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream ☐ Submit documents to University Supervisor in Taskstream ☐ Complete Independent Development Plan (CP2 only)	☐ Final Assessment (e-mail survey)* ☐ Final Triad Conference ☐ Dispositions Assessment (e-mail survey) ☐ End-of-Placement Reflection (e-mail survey) ☐ Evaluate Daily Lesson Plans in Taskstream	☐ Final Triad Conference ☐ Disposition Assessment (e-mail survey) ☐ End-of-Placement Reflection (e-mail surveys)
9		**Tasks:** ☐ Evaluate submitted documents on Taskstream ☐ Enter grade	

Clinical Practice Suggested Timeline (Intern Candidates)

Week	Teacher Candidate	University Supervisor
1	**Tasks:** ☐ Attend Clinical Practice Seminar ☐ View training videos online and complete quizzes ☐ Set an observation schedule ☐ Plan and Teach with Support of District Intern Coach	**Tasks:** ☐ Meet Teacher Candidate ☐ Set an observation schedule
2	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person Observation (Formative Assessment Summary*) ☐ Evaluate: Daily Lesson Plans in Taskstream
3	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach ☐ Analysis & Reflection Conference Guide*	**Tasks:** ☐ Review Clinical Practice Binder
4	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Midterm Triad Conference with Intern Coach ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person or SIBME Observation (formative Assessment Summary*) ☐ Midterm Assessment (e-mail survey)* ☐ Midterm Triad Conference with Intern Coach ☐ Evaluate Daily Lesson Plans in Taskstream
5	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach	
6	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach	**Tasks:** ☐ Review Clinical Practice Binder ☐ In-Person or SIBME Observation

	☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream	(Formative Assessment Summary*) ☐ Evaluate Daily Lesson Plan in Taskstream
7	**Tasks:** ☐ Plan and Teach with Support of District Intern coach ☐ Submit TPA 11:59 PM, Thursday Night of Week 7	
8	**Tasks:** ☐ Plan and Teach with Support of District Intern Coach ☐ Formal Lesson Plan** ☐ Analysis & Reflection Conference Guide* ☐ End-of-Placement Reflections (e-mail surveys) ☐ Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream ☐ Submit documents to University Supervisor in Taskstream ☐ Complete Independent Development Plan (CP2 only)	**Tasks:** ☐ In-person Observation (Formative Assessment summary*) ☐ Final Assessment (e-mail survey)* ☐ Dispositions Assessment (e-mail survey) ☐ End-of-Placement Reflection (e-mail survey) ☐ Evaluate Daily Lesson Plans in Taskstream
9		**Tasks:** ☐ Evaluate submitted documents on Taskstream ☐ Enter grade

Teaching Performance Assessments

Every teaching credential candidate in the School of Education at PLNU must take and pass the California Teaching Performance Assessment (CalTPA) in order to be recommended to the Commission for a preliminary teaching credential. This requirement includes teacher candidates in Multiple Subject, Single Subject, and both Education Specialist credentials (MMSN & ESN).

PLNU adopted the CalTPA, which is composed of two (2) cycles that increase in complexity and are designed to be embedded within the teacher preparation program. The TPAs require video recording a lesson for the whole class in Cycle 1 and a series of lessons for Cycle 2.

Candidates will receive direct instruction about each cycle within their Clinical Practice Seminar courses. Cycle 1 is completed during Clinical Practice 1, and Cycle 2 is completed during Clinical Practice 2. TPAs are submitted through the Pearson website.

The Two (2) Cycles

Instructional Cycle 1 (instruction)

Instructional Cycle 1 (instruction) focuses on developing an engaging, content-specific lesson for the whole class and three (3) focus students based on what the candidate learns about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, the candidate demonstrates: how they selected learning objectives; what they expect the students to learn; how they will assess that learning; and their development of content- specific activities and instructional strategies.

This cycle also focuses on how the candidate monitors student understanding during the lesson and makes appropriate accommodations to support individual student learning needs. As the candidate teaches and video-records the lesson, the candidate demonstrates how they establish a positive and safe learning environment that provides social and emotional support through positive interactions with students. The candidate shows how they use resources, materials, and tools, including educational and assistive technologies as appropriate.

Instruction Cycle 2 (assessment, unit of instruction, technology)

Instruction Cycle 2 (assessment, unit of instruction, technology) focuses on developing a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal.

The candidate's lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. The candidate will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. For one class, the candidate will use what the candidate knows about their students' assets, needs, and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of the candidate's discipline. Throughout the content-specific learning segment, the candidate will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

The candidate will then analyze and reflect on the evidence they observed of student learning of content and development of academic language based on the candidate's learning goals and objectives. The candidate then (a) creates a re-teaching activity or (b) creates a connecting activity to build on the instruction provided.

Education Specialist and Multiple Subject candidates must use math for one cycle and literacy for the other.

Failure to Pass the TPA

Candidates who are not successful in their 1st attempt must:
- Meet with the Professor of CP Seminar or their designee
- Register for one (1) unit of EDU 6091: TPA Support (Met as part of EDU 6048 for Interns)
- Re-submit the TPA at candidate's cost

Candidates who are not successful in their 2nd attempt must:
- Meet with the Professor of their completed EDU 6091: TPA Support (Met as part of EDU 6048 for Interns)
- Meet with the MAT/Preliminary Credential Program Director or Associate Dean
- Re-submit the TPA at candidate's cost

Failure on the 3ʳᵈ attempt excludes the candidate from being recommended for a credential through PLNU. Therefore, there is no allowance for a 4ᵗʰ attempt on the TPA.

Notification of Need to Improve

The goal of the Point Loma Nazarene University School of Education faculty is to provide school districts with the most qualified candidates possible. The Clinical Practice experience is an essential part of the program. While we do our best to match candidates with Clinical Practice assignments, the matches are not always ideal. Sometimes a candidate struggles and needs extra support and specific help to improve. In rare situations, the role of teacher does not seem appropriate for a candidate. In response, PLNU has established the following policy for situations in which a candidate is struggling. Since PLNU is committed to maintaining quality standards throughout its teacher preparation program, the faculty and staff have established procedures to identify and assist a candidate who is not successfully meeting expectations.

Site Intervention Action Plan

If a Cooperating Teacher is experiencing any sort of difficulty with a Teacher Candidate, the Cooperating Teacher should immediately share their concerns with the University Supervisor. If the Cooperating Teacher and/or University Supervisor indicate two or more areas on the Teacher Candidate's Mid-Term Assessment as a score of 2 or below, the Teacher Candidate may require extra intervention support. A score of 1 = Does not meet proficiency on two or more standards and a score of 2 = Does not meet proficiency on one standard. The first level of intervention is implemented within the assigned site of Clinical Practice. This site intervention requires a written action plan (with a designated time for the intervention) and plans for providing extra support.

The action plan specifically identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The action plan will be signed by the Teacher Candidate, the Cooperating Teacher, and the University Supervisor. After the signed action plan is reviewed by the Program Director, a copy of the action plan will be placed in the Teacher Candidate's PLNU file.

A plan for providing extra support for the Teacher Candidate during a site intervention may include (but is not limited to):

- The Teacher Candidate's written evidence of thorough and careful planning related to improvement in the area(s) of concern

- Additional observations by and conferences with the University Supervisor
- Meeting(s) with subject matter specialists to clarify content and alternatives for teaching
- Additional three-way conferences between the Cooperating Teacher, Teacher Candidate, and University Supervisor
- Reviewing of and reflection on performance evidence collected by Cooperating Teacher and University Supervisor
- Evidence of incorporation of feedback given into subsequent lessons
- Frequent video recording of lessons for viewing by the Teacher Candidate independently and use of observed lessons when planning subsequent lessons

After conferring with the Cooperating Teacher (and other appropriate administrative personnel at the school site and in the PLNU School of Education), the University Supervisor will:

- Complete a "Notification of Need to Improve" form identifying area(s) of concern
- Meet with the Teacher Candidate and Cooperating Teacher to identify and discuss the area(s) of concern
- Establish an action plan and a designated time in which to remediate identified areas
- Delineate the method of monitoring by the Cooperating Teacher and University Supervisor
- Review the written action plan with the Cooperating Teacher and the Teacher Candidate and obtain their signatures

Removal From Placement or Failure to Successfully Complete

A Teacher Candidate may be removed from a placement and/or receive a failing grade if any of the following apply:

- Areas of concern are not corrected within the time span identified in the action plan
- The host school or University Supervisor requests in writing that the Teacher Candidate be removed from their placement
- A Cooperating Teacher and University Supervisor identify a Teacher Candidate who needs supplemental academic, professional, and/or personal assistance to meet with success in clinical experiences and as a credentialed teacher
- The Teacher Candidate does not successfully complete the phase(s) of Clinical Practice

- The Teacher Candidate violates the [Community Expectations](#) of the university, Clinical Practice policies or procedures, or the policies, rules, and/or regulations of the school site.

If any of the above occurs, the Associate Dean, the Program Director, and the University Supervisor will meet to determine the next action. Based on the circumstances and the assessment of the Teacher Candidate's potential for success, one of the following possibilities will occur:

The Teacher Candidate receives a grade of no credit (NC) and the Teacher Candidate is dismissed from the program. The Teacher Candidate may appeal in writing to the Dean of Education within 48 hours.

- Process for Appeals: If dismissal from the program becomes necessary, Teacher Candidates may appeal once and one level higher than the body responsible for initial dismissal action; this appeal must be to the Dean of Education or their designee.
- Timeline for Appeals: In the event a Teacher Candidate has reason to appeal the decision to dismiss, the appeal must be filed in writing and submitted to the Dean of School of Education or their designee within 48 hours of notification of the dismissal.
- Ombudsman: Teacher Candidates may request an ombudsman to assist and advise them while he/she is involved in the appeals process as outlined.
- If the appeal is granted, after successfully completing a specified remediation plan and 1-4-unit course (EDU 6091) developed by the University Supervisor, Associate Dean, and the Program Director, the Teacher Candidate repeats the course in which the no credit grade was earned.

The Teacher Candidate completes a 1-4-unit remediation course (EDU6091) developed by the University Supervisor, Associate Dean, and the Program Director. Once the remediation plan is successfully completed, the Teacher Candidate is given a different Clinical Practice placement and repeats the course.

The Teacher Candidate receives a grade of in progress (IP). The Teacher Candidate continues in the program and has a specified period of time (minimum of four (4) weeks, maximum of two (2) semesters) to complete a remediation plan (EDU 6091). Once the remediation plan is successfully completed, the Teacher Candidate receives credit (CR) for the Clinical Practice course.

Professional Standards for the Teacher Candidate

Teacher Candidates are expected to present themselves in a professional manner at all times while completing Clinical Practice requirements.

1. Always have students refer to you as Mr./Ms. while using your last name.

2. Always wear appropriate clothing, including shoes, when visiting school campuses. Please follow all campus dress code guidelines. Casual business attire is appropriate for all experiences, regardless of the attire of others who work at the school. Your clothing should clearly distinguish you from the students in the school at a glance.

3. Always consult with your Cooperating Teacher regarding assessment documentation.

4. Never be alone with a student anywhere on campus.

5. Always refrain from physical interaction of any kind with students. High fives and fist bumps are appropriate depending on student grade level.

Responsibilities of the Teacher Candidate

The following guidelines will help ensure your success as a Teacher Candidate:

1. Give top priority to the Clinical Practice assignment. Observe carefully, plan thoroughly, and reflect productively for each lesson and day of teaching.

2. Check your PLNU email every day during your Clinical Practice experience. PLNU accounts are the exclusive venue for communication between University Supervisors, Teacher Candidates, and PLNU faculty and staff.

3. You may not miss Clinical Practice for the purpose of travel or personal holidays.

4. Complete the required online training during the first week of each quad.

5. Participate in activities on site during this assignment including parent/community meetings, parent conferences, open house, in-service, testing, etc.

6. Daily hours in the classroom will be logged in the Clinical Practice Log according to the contractual hours outlined by the district and at the discretion of the Cooperating Teacher using student contact hours as well as corporate planning hours.

7. Develop an instructional plan using the PLNU Daily Plan form for one lesson each day and submit them to the Cooperating Teacher. The Cooperating Teacher will review, approve, and help adjust/refine all instructional plans before they are taught. Submit bi-weekly to the University Supervisor in Taskstream.

8. Develop a detailed instructional plan using a PLNU UDL Instructional Plan form for all formally observed lessons. Provide your instructional plan to the University Supervisor and/or Cooperating Teacher 24 hours prior to a formal classroom observation.

9. Four (4) of your plans will be written for the lessons formally observed by the University Supervisor (Formative Assessment Summaries).

10. Three (3) of these plans will be written for the lessons formally observed by the Cooperating Teacher. (These may be the same as the lessons for the University Supervisor.)

11. File all instructional plans in the designated Clinical Practice electronic file and share the electronic copies with the University Supervisor and Cooperating Teacher for review and feedback.

12. Submit a copy of the Analysis/Reflection Conference Guide and the Cooperating Teacher's Weekly Progress Report to your University Supervisor during your University Supervisor's visit.

13. Strive to make an accurate assessment of a lesson's or activity's effectiveness and the extent to which it achieved objectives. Practice citing several specific examples from the lesson/activity to support assessment.

14. Seek suggestions and feedback from your Cooperating Teacher and University Supervisor and plan so future actions reflect efforts to incorporate feedback.

15. Work diligently to successfully complete all university Clinical Practice requirements including attendance at seminars and conferences with the University Supervisor and Cooperating Teacher.

16. Know and follow the school regulations and practices affecting your communications with parents and families of the pupils for whom you are responsible.

17. Observe strict confidentiality with all information about a student, the class and the school. Be prudent and judicious whenever discussing a student or examining a student's work. (Be aware of all who could overhear or accidentally become privileged to confidential information.)

18. Approach the opportunity to work with a Cooperating Teacher and your students with enthusiasm and a willingness to learn.

19. Complete a reflection on your time with your University Supervisor and your Cooperating Teacher at the end of each phase (sent via email survey).

20. Submit work to your University Supervisor via Taskstream at the end of each phase.

21. You may substitute for your Cooperating Teacher for up to three (3) days per phase at the request of the Cooperating Teacher and with approval by the site principal. You must be on the district sub list.

Suggested Timeline: Teacher Candidate

Week 1

- Begin recording hours on Clinical Practice Log
- Attend Clinical Practice Seminars as assigned
- View Training videos online and complete quizzes (Phase I only)
- Begin Co-Planning with Cooperating Teacher (Traditional Candidates Phase II only)
- Meet University Supervisor
- Meet Cooperating Teacher (Traditional Candidates Only)
- Complete Daily Lesson Plans
- Submit Cooperating Teacher's W-9 form and Clinical Practice Confirmation card to Field Experience Coordinator (Traditional Candidates Only)

Week 2

- Begin co-planning with Cooperating Teacher (Traditional Candidates Only Phase I)
- Complete In-Person Formal Observation #1 & Analysis and Reflection #1. (If supervision is entirely virtual, submit through SIBME)
- Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream
- Log hours in SMS (Interns only)

Week 3

- Continue co-planning with Cooperating Teacher (Traditional Candidates Only)

Week 4

- Complete In-Person or SIBME Formal Observation #2 & Analysis and Reflection #2*
- Midterm Triad Conference with Cooperating Teacher and Teacher Candidate
- Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream

Week 5

- Continue co-planning with Cooperating Teacher (Traditional Candidates Only)
- Log hours in SMS (Interns Only)

Week 6

- Prepare for full responsibility teaching (Traditional Candidates Only)
- Complete In-Person/SIBME Formal Observation #3 & Analysis and Reflection #3*
- Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream

Week 7

- Submit TPA Cycle (Phase I) or TPA Cycle 2 (Phase II)
- Conduct full responsibility Teaching (Traditional Candidates Only)

Week 8

- Conduct full responsibility Teaching (Traditional Candidates Only)
- Complete In-Person Formal Observation #4 & Analysis and Reflection #4. (If supervision is entirely virtual, submit through SIBME)
- End-of-Placement Reflection: Cooperating Teacher *(link to survey will be sent via email) (Traditional Candidates Only)*

- End-of-Placement Reflection: University Supervisor (link to survey will be sent via email)
- Final Triad Conference with Cooperating Teacher and Teacher Candidate (Traditional Candidates Only)
- Submit necessary documents to University Supervisor on Taskstream (see Binder Content Checklist)
- Submit Daily Lesson Plans to University Supervisor by 5 PM Friday via Taskstream
- Submit Dispositions Self-Assessment to Clinical Practice Seminar Professor on Taskstream (CP1 only)
- Submit Individual Development Plan (IDP) in Taskstream (CP2 only)
- Log hours in SMS (Interns only)

*NOTE: You will be observed by your University Supervisor four (4) times and by your Cooperating Teacher three (3) times. These observations may or may not overlap. Therefore, you will complete between four (4) and seven (7) formal observations. For each formal observation, you will complete and submit a formal lesson plan to the observer(s) at least 24 hours in advance for review (4-8 total). After each formal observation, you will complete an Analysis and Reflection form.

Assessment of Teacher Candidate Performance

A grade of CR/NC (credit or no credit) is recorded for each Clinical Practice experience. Assessment of Teacher Candidate performance is guided by the following instruments:

1. Clinical Practice Log
   - Stored in binder during the Clinical Practice experience
   - Scanned and uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience

2. Weekly Progress Reports (Traditional Candidates Only)
   - Stored in binder during the Clinical Practice experience
   - Scanned and uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience

3. Daily detailed plans using the PLNU Daily Instructional Plan (or a daily plan pre-approved by Associate Dean or Program Director)
   - Stored in binder and uploaded to Taskstream by the Teacher Candidate to the University Supervisor every two weeks.

4. Formal PLNU UDL Instructional Plans for four (4) lessons formally observed by the University Supervisor (Formative Assessment Summaries) and three (3) lessons formally observed by the Cooperating Teacher (Traditional Candidates only)
   ○ Stored in binder during the Clinical Practice experience
   ○ Uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience

5. Analysis & Reflection Conference Guides for each lesson formally observed by the Cooperating Teacher (Traditional Candidates Only) or University Supervisor
   ○ Stored in binder during the Clinical Practice experience
   ○ Uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience

6. Pre-Assessment (Traditional Candidates Only), Midterm Assessment and Final Assessment
   ○ Submitted via e-mail survey by the Cooperating Teacher (Traditional Candidates Only) and/or University Supervisor (Pre-Assessment completed by Cooperating Teacher only)

7. Dispositions and Indicators of Noble Character form
   ○ Submitted via e-mail survey by the Cooperating Teacher (Traditional Candidates Only) and University Supervisor (CP1 only)

8. Individual Development Plan (IDP) (CP2 only)
   ○ Uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience

9. Competency Rubrics
   ○ Uploaded to Taskstream by the Teacher Candidate and submitted to the University Supervisor at the end of the experience
   ○ Submit all rubrics, even if not fully completed in CP1
   ○ Submit completely completed rubrics in CP2

10. Candidate's End-Of-Placement Reflections on the Cooperating Teacher (Traditional Candidates Only) and University Supervisor
    ○ Submitted via e-mail survey by the Teacher Candidate

Responsibilities of the Cooperating Teacher

Traditional Teacher Candidate

Cooperating Teachers are professional coaches and guide Teacher Candidates who are seeking to enter the teaching profession. The Cooperating Teacher will complete the following:

1. Help the Teacher Candidate feel at home in the school by introducing him/her to other faculty members, inviting him/her to faculty meetings and in-service activities, and providing teacher editions of the texts and other planning materials as appropriate.

2. Prepare the class for the Teacher Candidate's arrival by creating an atmosphere of acceptance and respect. (A note home to the parents introducing the Teacher Candidate is suggested, unless your administrator prefers another means of communication.)

3. Help the Teacher Candidate understand the capacities and goals of pupils in the class and give guidance to the candidate concerning the individual and group needs of the class (Include special considerations and/or modifications for special circumstances and EL students).

4. Provide and demonstrate a model of teaching for the Teacher Candidate to observe and to adapt to his/her own use. (Model first and then observe the Teacher Candidate teach. Write notes during the observation about what went well and what could have gone better.)

5. Provide a daily discussion and question time for the first few weeks and talk to the Teacher Candidate about the lesson taught as soon as possible. Ask if he/she wants you to model again, co-plan, or continue to observe and then note the incorporation of your feedback and suggestions.

6. Complete any necessary forms (ie. W-9), and Cooperating Teacher Training (www.plnusoe.com) within the first week spent with your Teacher Candidate.

7. Complete the Cooperating Teacher Information through the provided Google form.

8. Complete 10 hours of Cooperating Teacher training online. (8 hours through link provided by the University and 2 hours through the PLNU website.)

9. Review all instructional plans. (These must be reviewed with the Teacher Candidate *before* their implementation so the desired refinements and changes can be made. Instructional plans will be submitted to you 24 hours prior to their implementation.)

10. Communicate with the University Supervisor regarding the behavior, achievements of, expectations for and performance of the Teacher Candidate.

11. Complete Weekly Progress and Reflection Report and discuss each selected TPE/CSTP element with the candidate. (Teacher Candidates submit a copy of this report to the University Supervisor each visit.)

12. Formally observe three (3) lessons designed with PLNU Instructional Plan taught by the Teacher Candidate and provide written feedback via the Midterm Assessment and Final Assessment. (Assessments will be sent via e-mail survey.)

13. Support the candidate with the planning and teaching of their Teaching Performance Assessment.

14. Contact the University Supervisor *immediately* if the Teacher Candidate is not performing professionally or meeting what you consider minimum standards of the profession. In cases of inadequate Teacher Candidate performance, work with the University Supervisor to assist the Teacher Candidate to improve while at the same time completing the necessary process and documentation for possible removal from Clinical Practice. Refer to *Notification of Need to Improve* form.

15. Schedule a triad midterm conference with the Teacher Candidate and the University Supervisor to evaluate the Teacher Candidate's progress.

16. Complete the Dispositions and Indicators of Noble Character rubric at the end of the phase. (The Dispositions form will be sent via e-mail survey.)

17. Complete a reflection on your experience with the University Supervisor at the end of the phase. (The reflection will be sent via e-mail survey.)

18. Schedule a triad exit conference with the University Supervisor and Teacher Candidate.

Cooperating Teacher Training

In accordance with California Commission on Teacher Credentialing (CTC) regulations, all Cooperating Teachers must complete 10 hours of training. The training consists of a coaching module delivered asynchronously through Canvas and three (3) PLNU training videos that are assessed with corresponding quizzes (Forms Training, Co-Teaching Training, and Pairs Training).

The PLNU training should be completed within the first two weeks spent with the Teacher Candidate. Please note that the Pairs Training should be completed with the Teacher Candidate. To complete the online training:

1. Visit www.plnusoe.com
2. Click "Cooperating Teachers"
3. Click "Training Videos"
4. Watch the three (3) training videos (corresponding documents are in the descriptions)
5. Complete the quizzes (links, passwords, and passing scores are in the descriptions)

A link will be sent for the asynchronous coaching training and should be completed within the first three (3) weeks.

Daily Conferences

Short, informal, daily conferences should be held with the Teacher Candidate to address questions, issues, feedback, co-planning, coordination of schedules, and other items needing immediate attention.

Weekly Conferences

Weekly conferences should be held with the Teacher Candidate to evaluate and complete a Weekly Progress and Reflection Report regarding the Teacher Candidate's Progress. This time should also be used for long-term co-planning.

Conferences with the University Supervisor

Conferences with the University Supervisor will be scheduled throughout the placement to discuss the progress of the Teacher Candidate and any other questions or concerns you may have.

Video Recording

As a requirement for the Teaching Performance Assessments and video observations, video recording is a required task that will occur during Clinical Practice Phases I and Phase II. Teacher Candidates are required to follow the districts' policies regarding video recording and permission from all parties.

Cooperating Teacher Checklist

Preparing

- Work with my principal, staff, and faculty to make my Teacher Candidate feel welcomed and accepted
- Prepare my class(es) for the coming of "another teacher" who will have the same level of authority
- Arrange for basic necessities for my Teacher Candidate (i.e. desk or table, computer access, etc.)
- Prepare a collection of pertinent information and materials for my Teacher candidate (i.e. school-wide forms, classroom procedures, emergency information, etc.)

Planning

- Provide my Teacher Candidate with my own long-range and daily lesson plans
- Set a definite time daily to confer with my Teacher Candidate
- Work with my Teacher Candidate to develop lesson plans
- Examine my Teacher Candidate's lesson plans daily and give feedback

Teaching

- Provide a gradual induction into teaching for my Teacher Candidate, considering demonstrated ability
- Plan early teaching experiences for my Teacher Candidate that promote maximum chance of success
- Allow my Teacher Candidate the flexibility to choose her/his own teaching methods as appropriate
- Encourage initiative and creativity on the part of my Teacher Candidate

- Help my Teacher Candidate learn to manage the routine tasks of a teacher (i.e. taking roll, recording grades, carrying out special duties, securing resource materials, using technology for instruction and classroom management, etc.)

Assessing

- Give my Teacher Candidate specific suggestions for improvement and specific praise for successes
- Give my Teacher Candidate frequent opportunities to reflect on and evaluate her/his own teaching

Managing

- Instruct my Teacher Candidate in methods of classroom management
- Give my Teacher Candidate full support when it is necessary for her/him to take disciplinary action
- Encourage my Teacher Candidate to try her/his own ideas for maintaining discipline

Relating

- Encourage my Teacher Candidate to try her/his own ideas for maintaining discipline
- Accept my Teacher Candidate as both a student and a co-teacher
- Encourage my Teacher Candidate to express her/his opinion and ideas and ask questions as they arise
- Encourage my Teacher Candidate to discuss freely any problems of a professional or personal nature
- Assist my Teacher Candidate in developing professional relationships with staff, faculty, and parents

Suggested Timeline: Cooperating Teacher

Week 1

- Complete any necessary forms (ie. W-9)
- Complete Cooperating Teacher Information Card (teacher candidate will provide a copy from their binder)
- View Training videos online and complete quizzes
- Begin Virtual Master Teacher Training Through San Diego County Office of Education

- Complete Weekly Progress and Reflection Report / weekly Co-Teaching Chart
- Begin co-planning with Teacher Candidate (Phase II)

Week 2

- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Formal Observation #1
- Begin co-planning with Teacher Candidate (Phase I)

Week 3

- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Finish Completing Virtual Master Teacher Training with SDCOE
- Continue co-planning with Teacher Candidate

Week 4

- Continue co-planning with Teacher Candidate
- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Formal Observation #2
- Midterm Assessment Survey (*link to survey will be sent via email*)
- Midterm Triad Conference with University Supervisor and Teacher Candidate

Week 5

- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Continue co-planning with Teacher Candidate

Week 6

- Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Shift Instructional Responsibility to Teacher Candidate

Week 7

- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Confer daily regarding responsibilities

Weeks 8-9

- Complete Weekly Progress and Reflection Report / Weekly Co-Teaching Chart
- Formal Observation #3
- Final Assessment Survey (*link to survey will be sent via email*)
- Disposition and Indicators of Noble Character Survey (*link to survey will be sent via email*)
- End-of-Placement Reflection: University Supervisor (*link to survey will be sent via email*)
- Final Triad Conference with University Supervisor and Teacher Candidate

Responsibilities of a University Supervisor

At each visit during the Clinical Practice experience, the University Supervisor will confer with the Teacher Candidate and the Cooperating Teacher (Traditional Candidates Only). The University Supervisor will perform the following:

1. Maintain open and prompt communication between school personnel, the Cooperating Teacher (Traditional Candidates Only), District Intern coach (Interns Only) and the Teacher Candidate.

2. Provide the Cooperating Teacher (Traditional Candidates Only) and Teacher Candidate with information about the program goals, objectives, required activities, observation appointments, time lines and record-keeping needs.

3. Support and encourage the development of teaching skills.

4. Review the Teacher Candidate's PLNU instructional plans prior to each visit. (The Teacher Candidate is responsible for providing these at least 24 hours prior to visit.)

5. During each visit, review the instructional plan binder to ensure that instructional plans are detailed and complete.

6. Confer a minimum of three (3) times with the Cooperating Teacher (Traditional Candidates Only) about the disposition, achievements, instructional responsibilities and performance of the Teacher Candidate.

7. Complete four (4) formative assessments using the Formative Assessment Summaries form. For each observation, review the PLNU UDL Instructional Plan and the Analysis & Reflection Conference Guide completed by the Teacher Candidate.

8. Complete the appropriate Content Specific Competency Assessment (Multiple Subject and Single Subject) OR Special Education Teaching Competency Assessment (Educational Specialist).

9. Complete the Midterm Assessment and Final Assessment (sent via email survey).

10. Assist in completing the Competency rubrics.

11. Assist the Teacher Candidate and Cooperating Teacher (Traditional Candidates Only) throughout the assignment, clearly communicating expectations, encouraging improvement, and keeping abreast of the Teacher Candidate's progress.

12. Respond immediately to a Cooperating Teacher's (Traditional Candidates Only) decision that a Teacher Candidate is not performing responsibly, professionally, or to

minimum standards of the profession. In this case, the University Supervisor, along with the program advisor and the Cooperating Teacher (Traditional Candidates Only), will assist the Teacher Candidate to improve through the use of the provided improvement/intervention action plan while at the same time completing the necessary documentation for possible removal from Clinical Practice.

13. Schedule a triad midterm conference with the Teacher Candidate and the Cooperating Teacher (Traditional Candidate Only) to evaluate the Teacher Candidate's progress.

14. Complete the Dispositions and Indicators of Noble Character rubric at the end of the phase. (*The Dispositions form will be sent via email survey*).

15. Complete a reflection on your experience with the Cooperating Teacher Traditional Candidates Only) at the end of the phase. (*The reflection will be sent via email survey*).

16. Schedule a triad exit conference with the Cooperating Teacher (Traditional Candidates Only) and the Teacher Candidate. Ensure that the Individual Development Plan (IDP) addresses this meeting. (Phase II)

Suggested Timeline: University Supervisor

Week 1

- Meet Teacher Candidate at Clinical Practice Seminar; set up an observation schedule

Week 2

- Review the Clinical Practice Binder
- Formal In-Person Observation #1 & Formative Assessment Summary
- Complete the first triad meeting with the Teacher Candidate (Traditional Candidates Only) and Cooperating Teacher
- Log Hours in SMS (Intern Candidates Only)
- Evaluate Daily Lesson Plans in Taskstream

Week 3

- Review the Clinical Practice Binder

Week 4

- Review the Clinical Practice Binder
- Formal In-Person or SIBME Observation #2 & Formative Assessment Summary
- Midterm Assessment Survey (*link to survey will be sent via email*)
- Midterm Triad Conference with Cooperating Teacher (Traditional Candidates Only) and Teacher Candidate
- Evaluate Daily Lesson Plans in Taskstream

Week 5

- View the Clinical Practice Binder
- Log hours in SMS (Intern Candidates Only)

Week 6

- Review the Clinical Practice Binder
- Formal In-Person or SIBME Observation #3 & Formative Assessment Summary
- Evaluate Daily Lesson Plans in Taskstream

Week 7

- Log hours in SMS (Intern Candidates Only)

Week 8 (Last Week in Quad)

- Formal Observation #4 & Formative Assessment Summary
- Dispositions and Indicators of Noble Character Survey (*link to survey will be sent via email*)
- Evaluate Daily Lesson Plans in Taskstream
- End-of-Placement Reflection: Cooperating Teacher (Traditional Candidates Only) (*link to survey will be sent via email*)
- Final Triad Conference with Cooperating Teacher (Traditional Candidates Only) and Teacher Candidate

- Submit the appropriate Content Specific Competency Assessment (Multiple Subject and Single Subject) OR Special Education Teaching Competency Assessment (Education Specialist).
- Log hours in SMS (Only if Teacher Candidate is an Intern)
- Competency rubrics need to be reviewed and signed by CT and/or US
- Ensure that candidate completes the Individual Development Plan (IDP) (Phase II).

Week 9

- Evaluate Taskstream documents

Binder Contents Checklist

Teacher Candidate

- ☐ Clinical Practice Log (*completed by all Teacher Candidates*)
- ☐ Weekly Progress and Reflection Reports - Tradition Candidates Only (*completed by the Cooperating Teacher*)
  - ○ Include Weekly Co-Teaching Charts (*completed by the Cooperating Teacher and Teacher Candidate*)
- ☐ Daily Lesson Plans (*completed by all Teacher Candidates*)
  - ○ Include a Co-Teaching Instructional Planning Sheet for each co-taught lesson (Traditional Candidates Only)
    - ☐ (Submitted Bi-Weekly to Taskstream)
- ☐ Progress on Competency Content Area Rubrics (Multiple/Single) or SPED Competency Rubric (SPED) (*completed by the University Supervisor*)
- ☐ **Formal Assessments** (Survey assessments will be emailed to University Supervisors and Cooperating Teachers through Taskstream)
  - ○ A. Midterm Assessment
    - ☐ Midterm Assessment survey (*completed by the Cooperating Teacher)*
      - ● *(Traditional Candidates Only)*
    - ☐ Midterm assessment survey (*completed by the University Supervisor*)
  - ○ B. Final Assessment
    - ☐ Final Assessment surveys (*completed by the Cooperating Teacher*)
      - ● (*Traditional Candidates Only*)
    - ☐ Final assessment survey (*completed by the University Supervisor*)

☐ **Formative Observation Summaries**
- A. Formative Assessment #1
  - ☐ Lesson plan (*completed by the Teacher Candidate*)
  - ☐ Formative Assessment Summary form (*completed by the University Supervisor*)
  - ☐ Analysis & reflection conference guide (*completed by the Teacher Candidate)*
- B. Formative Assessment #2
  - ☐ Lesson plan (*completed by the Teacher Candidate*)
  - ☐ Formative Assessment Summary form (*completed by the University Supervisor*)
  - ☐ Analysis & reflection conference guide (*completed by the Teacher Candidate*)
- C. Formative Assessment #3
  - ☐ Lesson plan (*completed by the Teacher Candidate*)
  - ☐ Formative Assessment Summary form (*completed by the University Supervisor)*
  - ☐ Analysis & reflection conference guide (*completed by the Teacher Candidate*)
- D. Formative Assessment #4
  - ☐ Lesson plan (*completed by the Teacher Candidate*)
  - ☐ Formative Assessment Summary form (*completed by the University Supervisor*)
  - ☐ Analysis & reflection conference guide (*completed by the Teacher Candidate*)

Submit these documents to your University Supervisor via Taskstream at the end of each phase

Clinical Practice Log

Teacher Candidate completes; stores in binder and submits to University Supervisor via Taskstream at the end of the experience

Please log student contact hours or Corporate Planning only. Please note any school holidays, candidate illnesses, field trips, professional development or state testing as they occur.

FW Hours: _____ CP1 Hours: _____ CP2 Hours: _____ Total CP Hours: _____

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Total Weekly Hours*
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						

School Site: _____

Total Hours: _____

Teacher Candidate's Signature: _____

Cooperating Teacher's Signature: _____

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Weekly Progress Report

Teacher Candidate: _____

Cooperating Teacher: _____

School Site: _____ Week #: _____ Date: _____

Overall Progress Rating

The "Overall Progress Rating" provides a weekly summary of the Teacher Candidate's demonstration of professional attributes essential to success in a placement and the teaching profession. IT is to be completed by the Cooperating Teacher.

Rating Key: U = Unacceptable, I = Inconsistent, A = Acceptable, C= Consistent, O= Outstanding

	U	I	A	C	O
Punctual *Met established time requirements for arrival, meetings and conferences.)*					
Preparation *(Evidence of thoughtful and thorough preparation of instructional plans as well as having appropriate materials and resources selected and available.)*					
Knowledge *(Demonstrated knowledge of subject matter content and student development.)*					
Communication *(Receptive to suggestions and feedback: discussed and reflected productively about observations, interactions and own teaching.)*					
Classroom Management *(Maintained an effective environment conducive to learning and student social and academic behavior.)*					

Cooperating Teacher's Initials: _____

Area of focus for next week (provide specific examples):

_____
_____
_____

Additional comments:

_____

_____

_____

_____

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Weekly Co-Teaching Chart

Use this form as a cover page for any lesson plan (daily, formal or formative) in which co-teaching is utilized.
For traditional students only Cooperating Teacher completes Teacher Candidate stores in binder and submits to the University Supervisor via Taskstream at the end of the experience.
Please log at least one co-teaching lesson each day of the week and note the lesson title and/or standard.

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Materials/ set up responsibility / limitations*
One Teach, One Observe						
One Teach, One Assist						
Station Teaching						
Parallel Teaching						
Supplemental						
Alternative / Differentiated						
Team Teaching						

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Co-Teaching Instructional Planning Sheet

Date/Time of Planning Session: _____

Date(s) of Lesson: _____

Instructional Goal(s): _____

Strategies to be used: ☐ Observe   ☐ Assist   ☐ Station   ☐ Parallel
                       ☐ Supplemental   ☐ Alternative/Differentiated ☐ Team

Lead Teacher: _____   Support Teacher: _____

Topic/Skills for Lesson:
Roles/Responsibilities:
Space (Classroom Set-Up) Considerations:
Materials Necessary:

Tips to Remember:

Bring ideas for modifications and accommodations	Discuss a variety of assessment strategies
Bring ideas for enrichment activities	Outline questions to be used for parallel, station, etc.
When planning together, work on what you'll be co-teaching	Divide up the work
Focus on communication	Don't use co-planning time to plan what you're doing on your own for the lesson

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or on the lead teacher. **Example**: One teacher observes students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example**: One teacher has the instructional lead, and the other teacher assists students who are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts and each teacher instructs one group. Groups rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations. **Example**: One teacher leads a station where the students play a money math game. The other teacher leads a station with a mock store in which students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example**: Both teachers lead a group. One teacher leads a question and answer discussion; the other leads a discussion on current events.
Supplemental Teaching	This strategy allows one teacher to work with the students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. **Example**: One teacher works with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different. **Example**: One teacher leads a group in story prediction prior to reading by looking at the cover of the book and the illustrations, etc. The other teacher leads another group in story prediction prior to reading by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. **Example**: Both teachers share delivery of the instruction to a whole-group classroom setting.

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Daily Instructional Plan

Teacher Candidate:	Date:
Grade/Subject:	Time Frame:

Academic Learning Goals

State-Adopted Content Standards:

Academic Objectives:

Language Objective for English Learners:

Technology to be used in the lesson:

Instructional Plan

1. ENGAGE/ANTICIPATORY SET (HOOK):
   Describe how you will communicate the academic learning goals and activate prior knowledge interests. Set expectations for behavior.

2. EXPLORE/INSTRUCTION (I do):
   Describe the concept or skill development strategies (including modeling). Describe your plan for instruction in the order in which it will be implemented.

3. GUIDED PRACTICE (We do):
   Describe the student activities and grouping that you will implement during guided practice of the concept or skill.

4. EXPLANATION/INFORMAL ASSESSMENT:
   Describe how you will informally assess students to determine whether they understand the concept or skill well enough to complete it independently.

5. ELABORATE/INDEPENDENT PRACTICE (You do):
   Describe the student activities that you will implement during individual practice of the concept or skill (in class).

6. CLOSURE:
   Describe how you will ensure that students understood the main point of the lesson: How will you connect to future learning?

Universal Design for Learning (UDL)

PLNU SOE embraces the philosophy of Universal Design for Learning in instructional planning.
All templates and rubrics regarding instructional plans are found here:
https://plnusoe.com/teaching/clinical-practice/teacher-candidates/forms/

Instructional Plan

Teacher Candidate:	Date:
Grade/Subject:	Time Frame:

Academic Learning Goals

	Course Where Content Was Introduced:
Unit: *Big Idea:* Summarize the big idea(s) (overarching concepts that transcend all grades) and key concept(s) that the lesson will address. What do you want students to understand about the topic? Provide an overview of the lesson.	EDU 6000/ EDU 3002/ EDT 3002
California Content Standards and/or Common core Standards: What content and/or common core standard(s) are you addressing?	EDU 6000/ EDU 3002/ EDT 3002
Academic Objective: What specifically do you want the students to be able to know and/or do by the end of the lesson (aligning with standard(s) above)? ***For example: Given…(condition), student will be able to (performance) with (criteria). Sample: Given a newspaper article, students will be able to identify the what, where, when and why with 100% accuracy.***	EDU 6000/ EDU 3002/ EDT 3002
Language Objective for English Learners: What specifically do you want English Learners to do in order to improve their command of academic vocabulary and the English Language (such as deconstruction, expansion, function, structure/syntax, vocabulary/morphology, register)? Also, describe how you will monitor and assess their progress on these language functions.	EDU 6001/ EDU 6053/ EDU 3006/ EDT 3006

Instructional Plan

Lesson Element	Procedure for Teacher	Potential Barriers for Learning	UDL Meaning Means of… Representation Engagement Expression	Rationale
Lesson Opening *ANTICIPATORY SET (hook):* Motivation for Lesson: Communicating the academic learning goals and activating prior knowledge/interests of students.			**Multiple means of Engagement**	
INSTRUCTION: Instructional Strategies: Describe the concept or skill development strategies (including modeling). Describe your plan for instruction in the order in which it will be implemented (with approximate times for each step).			**Multiple means of Engagement**	
Guided Practice of concepts or skill developmental strategies. Student Activities: What will the students do? Student Grouping: How will they be grouped?			**Multiple means of Representation**	
INDEPENDENT PRACTICE (in class): Student practice of a learned skill or concept: Are students able to successfully complete the task without teacher scaffolding?			**Multiple means of Expression**	
Informal check for understanding: How will you determine that students understand the concept or skill well enough to complete it independently?			**Multiple means of Expression**	
Closure Formal check for understanding: How will you assess whether your students met your academic objective? How do you summarize or close the activity?			**Multiple means of Expression**	

UDL Guidelines

Principle I. Provide Multiple Means of Representation

Guideline 1: Provide options for perception

- Check point 1.1: Offer ways of customizing the display of information
- Checkpoint 1.2: Offer alternatives for auditory information
- Checkpoint 1.3: Offer alternatives for visual information

Guideline 2: Provide options for language, mathematical expressions, and symbols

- Checkpoint 2.1: Clarify vocabulary and symbols
- Checkpoint 2.2: Clarify syntax and structure
- Checkpoint 2.3: Support decoding of text, mathematical notation, and symbols
- Checkpoint 2.4: Prompt understanding across languages
- Checkpoint 2.5: Illustrate through multiple media

Guidelines 3: Provide options for physical action

- Checkpoint 3.1: Activate or supply background knowledge
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 3.3: Guide information processing, visualization, and manipulation
- Checkpoint 3.4: Maximize transfer and generalization

Guideline 4: Provide options for physical action

- Checkpoint 4.1: Vary the methods for response and navigation
- Checkpoint 4.2: Optimize access to tools and assist technologies

Guideline 5: Provide options for expression and communication

- Checkpoint 5.1: Use multiple media for communicating
- Checkpoint 5.2: Use multiple tools for construction and composition
- Checkpoint 5.5: Build fluencies with graduated levels of support for practice and performance

Guideline 6: Provide options for executive functions

- Checkpoint 6.1: Guide appropriate goal-setting
- Checkpoint 6.2: Support planning and strategy development
- Checkpoint 6.3: Facilitate managing information and resources
- Checkpoint 6.4: Enhance capacity for monitoring progress

Guideline 7: Provide options for recruiting interest

- Checkpoint 7.1: Optimize individual choice and autonomy
- Checkpoint 7.2: Optimize relevance, value, and authenticity
- Checkpoint 7.3: Minimize threats and distraction

Guideline 8: Provide options for sustaining effort and persistence

- Checkpoint 8.1: Heighten salience of goals and objectives
- Checkpoint 8.2: Vary demands and resources to optimize challenges
- Checkpoint 8.3: Foster collaborative and community
- Checkpoint 8.4: Increase mastery-oriented feedback

Guideline 9: Provide options for self-regulation

- Checkpoint 9.1: Promote expectations and beliefs that optimize motivation
- Checkpoint 9.2: Facilitate personal coping skills and strategies
- Checkpoint 9.3: Develop self-assessment and reflection

PLNU UDL Instructional Plan Rubric

Teacher Candidate: _____

Assessor: _____

Date: _____

Criteria	I	II	III	IV	Not Yet Required
Unit/Big Idea Summarize the big idea(s) (overarching concepts that transcend all grades) and key concept(s) that the lesson will address. What do you want students to understand about the topic? Provide an overview of the lesson. Were the unit concepts listed? Are overarching concepts clear? What do you want students to understand about the topic?	Demonstrates little or no evidence of an accurate understanding of this concept	Demonstrates a cursory, limited or partial understanding of this concept	Demonstrates an accurate and appropriate understanding of this concept	Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept.	
Feedback:					
CA Content and/or Common Core Standards What context and/or common core standard(s) are you addressing? What content standard(s) are addressing?	Demonstrates little or no evidence of an accurate understanding of this concept	Demonstrates a cursory, limited or partial understanding of this concept	Demonstrates an accurate and appropriate understanding of this concept	Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept.	

Feedback:					
Academic Objective What specifically do you want the students to be able to know and/or do by the end of the lesson (aligning with standards above)? Is objective specific and does it align to standard(s)?	Demonstrates little or no evidence of an accurate understanding of this concept	Demonstrates a cursory, limited or partial understanding of this concept	Demonstrates an accurate and appropriate understanding of this concept	Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept.	
Feedback:					
Language objective for English Learners What specifically do you want English Learners to do in order to improve their command of academic vocabulary and the English language (such as deconstruction, expansion, function, structure/syntax, vocabulary/morphology, register)? Also, describe how you will monitor and assess their progress on these language functions. Is objective specific and does it improve command of the English language?	Demonstrates little or no evidence of an accurate understanding of this concept	Demonstrates a cursory, limited or partial understanding of this concept	Demonstrates an accurate and appropriate understanding of this concept	Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept.	
Feedback:					

Lesson Elements	Give 1 point for each			
Lesson Opening ANTICIPATORY SET (hook): Motivation for Lesson: Communicating the academic learning goals and activating prior knowledge / interests of students.	Does the anticipatory set create student enthusiasm for the lesson?	**Procedure for Teacher:** Are teacher actions provided? Is there a time frame?	**Potential Barriers for Learning:** Is there a minimum of one (1) potential barrier for learning provided?	**Multiple means of Engagement:** Are there a minimum of three (3) engagement strategies provided?
Instruction (I do): Instructional Strategies	Is there a plan for how instructional strategies will be used?	**Procedure for Teacher:** Are there a minimum of three (3) engagement strategies provided? Is there a time frame?	**Potential Barriers for Learning:** Are there at least three (3) potential barriers for learning provided?	**Multiple means of Engagement:** Are there a minimum of three (3) engagement strategies provided?
Guided practice (We do): What will students do? How will they be grouped?	Are student activities provided? What will students do? How will students be grouped?	**Procedure for Teacher:** Are there a minimum of three (3) engagement strategies provided? Is there a time frame?	**Potential Barriers for Learning:** Are there at least three (3) potential barriers for learning provided?	**Multiple means of Engagement:** Are there a minimum of three (3) engagement strategies provided?
Independent Practice (You do):	Is there a plan for what students will be doing independently?	**Procedure for Teacher:** Are the students practicing a learned skill or concept? Are students able to successfully complete the task without teacher scaffolding? Is there a time frame?	**Potential Barriers for Learning:** Are there at least three (3) potential barriers for learning provided?	**Multiple means of Engagement:** Are there a minimum of two (2) ways that the students may "show what they know?"

Informal check for understanding: How will the teacher determine whether students understand the concept or skill good enough to complete it independently?	Does the informal check for understanding accurately measure student understanding?	**Procedure for Teacher:** Are the informal checks for understanding dispersed throughout the lesson? Is there a time frame?	**Potential Barriers for Learning:** Are there at least three (3) potential barriers for learning provided?	**Multiple means of Engagement:** Are there a minimum of two (2) ways that the students may "show what they know"?
Closure: Formal check for understanding: How will the teacher assess that the students met the academic objective? How will the teacher summarize or close the activity?	Does the closure accurately measure the academic objective and tie the learning to real world application or further learning?	**Procedure for Teacher:** Does the closure clearly state the teacher's role in this activity? Is there a time frame?	**Potential Barriers for Learning:** Are there at least three (3) potential barriers for learning provided?	**Multiple means of Engagement:** Are there a minimum of two (2) ways that the students may "show what they know"?

Analysis and Reflection Conference Guide

Teacher Candidate:	Date:
Grade/Subject:	Time Frame:

Analysis

Please answer each question thoroughly and cite specific lesson examples to support your answer.

1. Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?

2. How appropriate were your time allocation for the students, the content, and the planned instructional strategies and student activities? Cite specific examples.

3. To what extent did the class as a whole achieve the academic learning goals of the lesson?

4. How well did your Focus Students (English learners, students with special needs, gifted learners) learn what you intended for them to learn?

5. What will you do for the student(s) who did not achieve the academic learning goals?

6. How well did the lesson connect with your students' prior knowledge, backgrounds, and learning styles? *Cite examples to show evidence of student learning.*

Reflection

1. Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons?

2. After reflecting upon this instructional experience, what have you learned about the need to make adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.

3. A. What are your goals for increasing your knowledge, skills, and/or dispositions as a developing teacher? B. How can your University Supervisor and/or Cooperating Teacher support you in achieving your goals?

Demographics

You will be asked to provide the following demographic information about your class.

Male:	Female:
English Language Learners:	Special Needs:

Mild/Moderate Support Needs:
(Identify the primary disabilities represented in the classroom)

☐ Autism   ☐ Deaf-Bind   ☐ Other Health Impairment

☐ Intellectual Disability   ☐ Orthopedic Impairment   ☐ Not Applicable

☐ Emotional Disturbance   ☐ Traumatic Brain Injury   ☐ Other: _____

Extensive Support Needs:
(Identify the primary disabilities represented in the classroom)

☐ Autism   ☐ Deaf-Blind   ☐ Other Health

☐ Impairment/Intellectual Disability   ☐ Not Applicable Emotional Disturbance   ☐ Other: _____

☐ Traumatic Brain Injury   ☐ Orthopedic Impairment

White:	Black:
Hispanic:	Asian or Pacific Islander:
American Indian or Alaska Native:	Other Ethnicity:

Cooperating Teacher's Signature: _____ Date: _____

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Midterm Assessment Evaluation Rubric

Cooperating Teacher & University Supervisor complete and uses as a guide to complete the email survey; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience

Course #:	Semester: ☐ FA ☐ SP ☐ SU	Year:	Was this lesson co-taught? ☐ Yes ☐ No
Teacher Candidate:		Cooperating Teacher:	
University Supervisor:		School:	
Grade Level/Subject:		Date Completed:	
Assessment Completed By: ☐ University Supervisor ☐ Cooperating Teacher Signature:			

Directions:
1. Review each Candidate Proficiency.
2. Based on a review of the provided formal lesson plan and lesson delivery, mark the box in the column that best describes the candidate's current level of proficiency.
3. Based on an analysis of all sources of assessment, jointly establish a few focus areas (goals) for professional development. Use the Clinical Practice Rubric as a guide to create these goals.

Teacher Performance Expectations:
- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction

Midterm Assessment Evaluation Rubric

Planning Instruction and Designing Learning Experiences for All Students

The Teacher Candidate learns about their students and uses this information to plan instruction and assessment, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Academic Goals and State Adopted Content Standards *(TPE 3 and 4)*	Establishing clear and appropriate long and short-term goals for student learning, based on state-adopted frameworks and standards, CAPA standards or other performance-based standards for students	Shows little to no evidence of establishing or communicating clear learning goals or alignment with state-adopted content standards, alternative standards or other alternate standards	Establishes somewhat ambiguous academic learning goals partially aligned with state adopted content standards, alternative standards or other alternate standards and communicates these goals to students in a cursory manner	Establishes and communicates appropriate academic learning goals with aligned state adopted content standards, alternative standards or other alternate standards to students	Consistently establishes and communicates clear and appropriate academic learning goals aligned with state adopted content standards, alternative standards or other alternate standards to students (and as appropriate families and other audience)	
Information About Students (Focus Students) *(TPE 1 and 7)*	Obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, IEP goals and objectives,	Obtains little or no information about students' backgrounds	Obtains somewhat cursory information about students' backgrounds	Obtains accurate and relevant information about student's backgrounds	Consistently obtains detailed and relevant information about students' backgrounds	

	content knowledge, and skills, physical, social, and emotional development; cultural and health considerations; and interests					
Instructional Plan and Rationale *(TPE 3, 4, and 7)*	Planning relevant and appropriate instruction (with appropriate rationale) in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks, and standards, CAPA standards or other alternate standards, and IEP goals and objectives	Inappropriately addresses the components of the instructional plan; missing components, inappropriate rationale	Ambiguously addresses some components of the instructional plan with somewhat cursory rationale	Accurately and appropriately addresses most components of the instructional plan with appropriate rationale	Consistently, coherently and completely addresses all components of the instructional plan with relevant and detailed rationale	
Adaptations to Support Learning for All Students *(TPE 4 and 7)*	Selecting and adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs.	Uses inappropriate or no adaptations, providing little or no evidence of understanding of differentiation fo EL and special needs students	Uses minimally appropriate adaptations demonstrating limited understanding of differentiations for EL and special needs students	Accurately and appropriately uses adaptations demonstrating basic understanding of differentiation for EL and special needs students	Consistently uses relevant and appropriate adaptations demonstrating accurate understanding of differentiation for EL and special needs students	

Creating and Maintaining Effective Environments for Student Learning

The Teacher Candidate establishes a climate for learning and uses instructional time appropriately as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Time *(TPE 1 and 2)*	Allocating instructional time appropriately	Inappropriately or inaccurately estimates time allocations for instructional plan; may fail to set time allocations	Inconsistently, sometimes appropriately, sometimes inappropriately estimates allocations for instructional plan	Accurately estimates most time allocations for instructional plan	Consistently, appropriately and accurately estimate time allocations (pacing) for instructional plan	
Procedures for Routine Tasks and Transitions *(TPE 2)*	Establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time	Little or no procedures set for routine tasks and transitions with no efficient use of time	Inconsistent and minimal procedures with limited time efficiency	Appropriate procedures for effective use of instructional time	Consistently establishes clear and appropriate procedures and maximizes instructional time	
Expectations for Academic and Social Behavior *(TPE 1 and 2)*	Developing and maintaining clear and appropriate expectations for academic and social behavior	Inappropriate or no expectations have been established	Ambiguous or inconsistent expectations have been established	Appropriate expectations have been established	Consistently clear and accurate expectations have been established	
Positive Climate for Learning *(TPE 2)*	Creating and maintaining a positive climate appropriate for learning for all students using both classroom and school-wide positive behavior supports.	Creates a climate inappropriate for learning	Sometimes creates appropriate climate for learning for some students	Creates and maintains a positive climate appropriate for learning for most students	Consistently creates and maintains a positive climate highly appropriate for learning for all students	

Engaging and Supporting Students in Learning

The Teacher Candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Strategies and Student Activities *(TPE 3 and 7)*	Using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, and specific needs of students based on academic content standards, and IEP goals and objectives	Uses developmentally inappropriate or no instructional strategies and student activities with little or no alignment with purpose academic content and/or specific IEP goals	Uses ambiguous or inconsistent instructional strategies and student activities partially aligned to lesson purpose, academic content and/or specific IEP goals	Uses developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	Consistently uses relevant and developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	
Plans for Students with Special Needs or Abilities *(TPE 4 and 7)*	Making relevant or appropriate plans for students who have special needs or abilities	Makes inappropriate or no plans for students who have special needs or abilities	Makes inconsistent or minimal plans for students have special needs or abilities	Make appropriate plans/adaptations for students with special needs or abilities	Consistently makes relevant and appropriate plans / adaptations for students with special needs or abilities	
Drawing on students' backgrounds and prior learning in implementing instructional plan *(TPE 1 and 7)*	Drawing upon detailed and relevant information about students' backgrounds and prior learning, including IEP goals and objectives, students' assessed levels of literacy in English and	Uses irrelevant or no information about students' backgrounds, IEP goals and objectives, prior learning for instructional planning; missing information about student literacy levels and no	Uses minimal or cursory information about students' backgrounds, IEP goals and objectives, prior learning, to partially or minimally connect to somewhat ambiguous academic learning goals	Connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to appropriate academic learning goals, instructional plans and assessments; includes	Consistently and appropriately connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to aligned and appropriate academic learning goals,	

	their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language	opportunity to express meaning in their first language	and instructional plans; minimal opportunity for students to express meaning in their first language	assessed levels of literacy in English and their first language, allows students to express meaning in their first language	instructional plans, and assessments; explicitly includes assessed levels of literacy in English and their first language and, where appropriate, allows students to express meaning in their first language.	
Instructional Practices for English Language Development *(TPE 1 and 7)*	Knowing and applying relevant and appropriate instructional practices for English Language Development	Demonstrates inappropriate or no instructional practices for English Language Development	Demonstrates applied knowledge of appropriate instructional practices for English Language Development	Consistently demonstrates applied knowledge of relevant and appropriate instructional practices for English Language Development		
Active and Equitable Student Participation *(TPE 1)*	Ensuring the active and equitable participation of all students	Shows little or no evidence of using purposeful or appropriate instructional strategies; engages few or no students in active and equitable participation in student activities that have limited connection to academic learning goal(s)	Uses partially appropriate instructional strategies to engage some students in active and equitable participation in student activities minimally aligned with student needs and the academic learning goal(s)	Uses appropriate instructional strategies and resources to engages most students in active and equitable participation in student activities aligned with student needs, the academic learning goal(s) and assessments	Consistently uses a variety of instructional strategies and resources to engage all students in active and equitable participation in student activities aligned with students' needs, the academic learning goal(s) and assessments	

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Thinking Strategies to Make Subject Matter Meaningful *(TPE 3)*	Engaging students in analytical and reflective thinking that make subject matter meaningful	Shows little or no evidence of using instructional strategies to engage some students to think analytically and reflective to make subject matter meaningful	Inconsistently uses partially appropriate instructional strategies to engage some students to think analytically and reflectively to make subject matter meaningful	Uses appropriate instructional strategies (including questioning strategies and wait time) to engage most students to think analytically and reflectively to make subject matter meaningful	Consistently uses a variety of appropriate instructional strategies (including questioning strategies and wait time) to engage ALL students to think analytically and reflectively to make subject matter meaningful	

Making Subject Matter Comprehensible to Students

The Teacher Candidate knows the state-adopted content standards for students, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Subject-Specific Pedagogical Skills *(SSPS)*	Demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards to all students	Demonstrates an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state adopted frameworks and academic content standards, and/or appropriate alternate standards that shows no impact on increasing the subject matter understanding of students	Demonstrates a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	Demonstrates an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	Consistently demonstrates a detailed and accurate understanding of subject - specific pedagogical skills for teaching the state - adopted frameworks and academic content standards, and/or appropriate alternate standards that increases subject matter understanding for all students	

Knowledge of Subject Matter Content and Content Standards and Student Development (SSPS)	Demonstrating a thorough and accurate understanding of subject matter content and academic content standards, and/or appropriate alternate standards and student development	Demonstrates little or no evidence of academic content standards, and/or appropriate alternate standards and little or no integration of subject matter understanding with student developmental needs in instructional planning	Demonstrates a partial understanding of academic content standards, and/or appropriate alternate standards and partially connects subject matter with a limited understanding of student developmental needs in instructional planning	Demonstrates an accurate understanding of academic content standards, and/or appropriate alternate standards and appropriately integrates subject matter understanding with an accurate understanding of student developmental needs instructional planning	Consistently demonstrates a clear and detailed understanding of academic content standards, and/or appropriate alternate standards and purposefully and appropriately integrates subject matter understanding with an accurate understanding of student development needs in instructional planning	

Assessing Student Learning

The Teacher Candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Assessments Aligned with Academic Learning Goals, Content Standards, Student Needs (TPE 5 and 7)	Using appropriate assessments (entry / diagnostic, formative and summative) aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	Shows little or no evidence in using appropriate assessments aligned with academic learning goals, state adopted content standards or student needs	Inconsistently uses somewhat appropriate assessments aligned with academic learning goals and state adopted content standards; partially addresses student needs in choice of assessments	Uses appropriate assessments aligned with academic learning goals, state adopted content standards and student academic needs	Consistently uses appropriate and relevant assessments aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Formative Progress Monitoring and Feedback to Students *(TPE 5 and 7)*	Using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students (and as appropriate, families or other audiences)	Shows little or no evidence of monitoring student progress toward academic learning goals or giving feedback to students	Inconsistently monitors the progress of students toward academic learning goals and gives cursory feedback to students	Monitors the progress of students toward academic learning goals and gives accurate feedback to students to support their learning	Consistently monitors the progress of students (especially focus students) toward academic learning goals and gives timely, detailed and accurate feedback to students to support their learning	
Use of Classroom Assessments and Analysis of Student Work for Instructional and Assessment Planning and Adaptations *(TPE 5 and 7)*	Analyzing the results of a variety of appropriate formal and informal as well as formative and summative classroom assessments and other sources of data accurately to guide further planning and adaptations of instruction and assessment	Shows little or no evidence of using assessment of student learning to guide further instruction and assessment	Partially uses the results of somewhat relevant assessments of student learning to guide further instruction and assessment in a cursory manner	Uses the results of assessments of student learning accurately to appropriately guide further planning of instruction and assessment	Consistently and accurately uses the results of a variety of relevant assessments of student learning to appropriately guide the need for further planning and adaptations of instruction and assessment	

Developing as a Professional Educator

The Teacher Candidate demonstrates development as a professional educator as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Professional, Legal, and Ethical Obligations	Modeling moral/ethical standards, honoring policies and procedures of the work environment,	Does not demonstrate dispositions of Noble Character in one or more areas	Inconsistently demonstrates dispositions of Noble Character	Demonstrates most dispositions of Noble Character	Consistently demonstrates the dispositions of Noble Character	

(TPE 6)	which includes timely response and submission of Clinical Practice documents					
Professional Reflection / Application *(TPE 6)*	Reflecting on teaching practice and planning professional development that impacts student learning	Demonstrates little or no evidence of the ability to analyze or reflect on teaching and requires explicit direction to establish professional development goals and improvement plans aligned with the TPEs	Demonstrates a partial ability to analyze and reflect on the results of teaching and student learning needing substantial prompting to establish professional development goals and improvement plans aligned with TPEs	Demonstrates the ability to analyze and reflect on the results of teaching, on student learning with minimal prompting and to appropriately establish professional development goals and plans aligned with the TPEs	Consistently demonstrates the ability to accurately analyze and reflect on the results of teaching, on student learning and to appropriately establish and carry out continuous professional improvement goals and plans aligned with the TPEs	
Working Relationships with Colleagues and Supervisors to Improve Professional Practice *(TPE 6)*	Establishing effective, collaborative relationships with colleagues, supervisors, and other school personnel focused on meeting the diverse needs of students	Demonstrates little or no evidence of ability to work with others in the school environment;is not responsive to feedback or coaching to improve teaching and student learning	Inconsistently demonstrates the ability to work with others; may be partially responsive to feedback and coaching to improve teaching and student learning	Demonstrates the ability to work with others in the school environment; responsive to feedback and coaching to improve teaching and student learning	Consistently demonstrates the ability to work with others in the school environment; actively solicits and is responsive to feedback and coaching to improve teaching and student learning	

Final Assessment Evaluation Rubric

Cooperating Teacher & University Supervisor complete and use as a guide to complete the email survey; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Course #:	Semester: ☐ FA ☐ SP ☐ SU	Year:	Was this lesson co-taught? ☐ Yes ☐ No
Teacher Candidate:		Cooperating Teacher:	
University Supervisor:		School:	
Grade Level/Subject:		Date Completed:	
Assessment Completed By: ☐ University ☐ Supervisor ☐ Cooperating Teacher Signature:			

Directions:
1. Review each Candidate Proficiency.
2. Based on a review of the provided formal lesson plan and lesson delivery, mark the box in the column that best describes the candidate's current level of proficiency.
3. Based on an analysis of all sources of assessment, jointly establish a few focus areas (goals) for professional development. Use the Clinical Practice Rubric as a guide to create these goals.

Teacher Performance Expectations:
- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction

Point Loma Nazarene University

Final Evaluation Rubric

Planning Instruction and Designing Learning Experiences for All Students

The Teacher Candidate learns about their students and uses this information to plan instruction and assessment, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Academic Goals and State Adopted Content Standards *(TPE 3 and 4)*	Establishing clear and appropriate long and short-term goals for student learning, based on state-adopted frameworks and standards, CAPA standards or other performance-based standards for students	Shows little to no evidence of establishing or communicating clear learning goals or alignment with state-adopted content standards, alternative standards or other alternate standards	Establishes somewhat ambiguous academic learning goals partially aligned with state adopted content standards, alternative standards or other alternate standards and communicates these goals to students in a cursory manner	Establishes and communicates appropriate academic learning goals with aligned state adopted content standards, alternative standards or other alternate standards to students	Consistently establishes and communicates clear and appropriate academic learning goals aligned with state adopted content standards, alternative standards or other alternate standards to students (and as appropriate families and other audience)	
Information About Students (Focus Students) *(TPE 1 and 7)*	Obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, IEP goals and objectives,	Obtains little or no information about students' backgrounds	Obtains somewhat cursory information about students' backgrounds	Obtains accurate and relevant information about student's backgrounds	Consistently obtains detailed and relevant information about students' backgrounds	

	content knowledge, and skills, physical, social, and emotional development; cultural and health considerations; and interests					
Instructional Plan and Rationale *(TPE 3, 4, and 7)*	Planning relevant and appropriate instruction (with appropriate rationale) in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks, and standards, CAPA standards or other alternate standards, and IEP goals and objectives	Inappropriately addresses the components of the instructional plan; missing components, inappropriate rationale	Ambiguously addresses some components of the instructional plan with somewhat cursory rationale	Accurately and appropriately addresses most components of the instructional plan with appropriate rationale	Consistently, coherently and completely addresses all components of the instructional plan with relevant and detailed rationale	
Adaptations to Support Learning for All Students *(TPE 4 and 7)*	Selecting and adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs.	Uses inappropriate or no adaptations, providing little or no evidence of understanding of differentiation fo EL and special needs students	Uses minimally appropriate adaptations demonstrating limited understanding of differentiations for EL and special needs students	Accurately and appropriately uses adaptations demonstrating basic understanding of differentiation for EL and special needs students	Consistently uses relevant and appropriate adaptations demonstrating accurate understanding of differentiation for EL and special needs students	

Creating and Maintaining Effective Environments for Student Learning

The Teacher Candidate establishes a climate for learning and uses instructional time appropriately as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Time *(TPE 1 and 2)*	Allocating instructional time appropriately	Inappropriately or inaccurately estimates time allocations for instructional plan; may fail to set time allocations	Inconsistently, sometimes appropriately, sometimes inappropriately estimates allocations for instructional plan	Accurately estimates most time allocations for instructional plan	Consistently, appropriately and accurately estimate time allocations (pacing) for instructional plan	
Procedures for Routine Tasks and Transitions *(TPE 2)*	Establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time	Little or no procedures set for routine tasks and transitions with no efficient use of time	Inconsistent and minimal procedures with limited time efficiency	Appropriate procedures for effective use of instructional time	Consistently establishes clear and appropriate procedures and maximizes instructional time	
Expectations for Academic and Social Behavior *(TPE 1 and 2)*	Developing and maintaining clear and appropriate expectations for academic and social behavior	Inappropriate or no expectations have been established	Ambiguous or inconsistent expectations have been established	Appropriate expectations have been established	Consistently clear and accurate expectations have been established	
Positive Climate for Learning *(TPE 2)*	Creating and maintaining a positive climate appropriate for learning for all students using both classroom and school-wide positive behavior supports.	Creates a climate inappropriate for learning	Sometimes creates appropriate climate for learning for some students	Creates and maintains a positive climate appropriate for learning for most students	Consistently creates and maintains a positive climate highly appropriate for learning for all students	

Engaging and Supporting Students in Learning

The Teacher Candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Strategies and Student Activities *(TPE 3 and 7)*	Using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, and specific needs of students based on academic content standards, and IEP goals and objectives	Uses developmentally inappropriate or no instructional strategies and student activities with little or no alignment with purpose academic content and/or specific IEP goals	Uses ambiguous or inconsistent instructional strategies and student activities partially aligned to lesson purpose, academic content and/or specific IEP goals	Uses developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	Consistently uses relevant and developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	
Plans for Students with Special Needs or Abilities *(TPE 4 and 7)*	Making relevant or appropriate plans for students who have special needs or abilities	Makes inappropriate or no plans for students who have special needs or abilities	Makes inconsistent or minimal plans for students have special needs or abilities	Make appropriate plans/adaptations for students with special needs or abilities	Consistently makes relevant and appropriate plans / adaptations for students with special needs or abilities	
Drawing on students' backgrounds and prior learning in implementing instructional plan *(TPE 1 and 7)*	Drawing upon detailed and relevant information about students' backgrounds and prior learning, including IEP goals and objectives, students' assessed levels of literacy in English and	Uses irrelevant or no information about students' backgrounds, IEP goals and objectives, prior learning for instructional planning; missing information about student literacy levels and no	Uses minimal or cursory information about students' backgrounds, IEP goals and objectives, prior learning, to partially or minimally connect to somewhat ambiguous academic learning goals	Connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to appropriate academic learning goals, instructional plans and assessments; includes	Consistently and appropriately connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to aligned and appropriate academic learning goals,	

	their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language	opportunity to express meaning in their first language	and instructional plans; minimal opportunity for students to express meaning in their first language	assessed levels of literacy in English and their first language, allows students to express meaning in their first language	instructional plans, and assessments; explicitly includes assessed levels of literacy in English and their first language and, where appropriate, allows students to express meaning in their first language.	
Instructional Practices for English Language Development *(TPE 1 and 7)*	Knowing and applying relevant and appropriate instructional practices for English Language Development	Demonstrates inappropriate or no instructional practices for English Language Development	Demonstrates applied knowledge of appropriate instructional practices for English Language Development	Consistently demonstrates applied knowledge of relevant and appropriate instructional practices for English Language Development		
Active and Equitable Student Participation *(TPE 1)*	Ensuring the active and equitable participation of all students	Shows little or no evidence of using purposeful or appropriate instructional strategies; engages few or no students in active and equitable participation in student activities that have limited connection to academic learning goals(s)	Uses partially appropriate instructional strategies to engage some students in active and equitable participation in student activities minimally aligned with student needs and the academic learning goal(s)	Uses appropriate instructional strategies and resources to engages most students in active and equitable participation in student activities aligned with student needs, the academic learning goal(s) and assessments	Consistently uses a variety of instructional strategies and resources to engage all students in active and equitable participation in student activities aligned with students' needs, the academic learning goal(s) and assessments	

| | Engaging students in analytical and reflective thinking that make subject matter meaningful | Shows little or no evidence of using instructional strategies to engage some students to think analytically and reflective to make subject matter meaningful | Inconsistently uses partially appropriate instructional strategies to engage some students to think analytically and reflectively to make subject matter meaningful | Uses appropriate instructional strategies (including questioning strategies and wait time) to engage most students to think analytically and reflectively to make subject matter meaningful | Consistently uses a variety of appropriate instructional strategies (including questioning strategies and wait time) to engage ALL students to think analytically and reflectively to make subject matter meaningful | |
| *Thinking Strategies to Make Subject Matter Meaningful* *(TPE 3 and 7)* | | | | | | |

Making Subject Matter Comprehensible to Students

The Teacher Candidate knows the state-adopted content standards for students, as evidenced by:

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Subject-Specific Pedagogical Skills *(SSPS)*	Demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards to all students	Demonstrates an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state adopted frameworks and academic content standards, and/or appropriate alternate standards that shows no impact on increasing the subject matter understanding of students	Demonstrates a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	Demonstrates an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	Consistently demonstrates a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that increases subject matter understanding for all students	
	Demonstrating a	Demonstrates	Demonstrates	Demonstrates	Consistently	

Knowledge of Subject Matter Content and Content Standards and Student Development *(SSPS)*	thorough and accurate understanding of subject matter content and academic content standards, and/or appropriate alternate standards and student development	little or no evidence of academic content standards, and/or appropriate alternate standards and little or no integration of subject matter understanding with student developmental needs in instructional planning	a partial understanding of academic content standards, and/or appropriate alternate standards and partially connects subject matter with a limited understanding of student developmental needs in instructional planning	an accurate understanding of academic content standards, and/or appropriate alternate standards and appropriately integrates subject matter understanding with an accurate understanding of student developmental needs instructional planning	demonstrates a clear and detailed understanding of academic content standards, and/or appropriate alternate standards and purposefully and appropriately integrates subject matter understanding with an accurate understanding of student development needs in instructional planning	

Assessing Student Learning

The Teacher Candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Assessments Aligned with Academic Learning Goals, Content Standards, Student Needs *(TPE 5 and 7)*	Using appropriate assessments (entry / diagnostic, formative and summative) aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	Shows little or no evidence in using appropriate assessments aligned with academic learning goals, state adopted content standards or student needs	Inconsistently uses somewhat appropriate assessments aligned with academic learning goals and state adopted content standards; partially addresses student needs in choice of assessments	Uses appropriate assessments aligned with academic learning goals, state adopted content standards and student academic needs	Consistently uses appropriate and relevant assessments aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	

Elements	Candidate Proficiency					
Formative Progress Monitoring and Feedback to Students *(TPE 5 and 7)*	Using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students (and as appropriate, families or other audiences)	Shows little or no evidence of monitoring student progress toward academic learning goals or giving feedback to students	Inconsistently monitors the progress of students toward academic learning goals and gives cursory feedback to students	Monitors the progress of students toward academic learning goals and gives accurate feedback to students to support their learning	Consistently monitors the progress of students (especially focus students) toward academic learning goals and gives timely, detailed and accurate feedback to students to support their learning	
Use of Classroom Assessments and Analysis of Student Work for Instructional and Assessment Planning and Adaptations *(TPE 5 and 7)*	Analyzing the results of a variety of appropriate formal and informal as well as formative and summative classroom assessments and other sources of data accurately to guide further planning and adaptations of instruction and assessment	Shows little or no evidence of using assessment of student learning to guide further instruction and assessment	Partially uses the results of somewhat relevant assessments of student learning to guide further instruction and assessment in a cursory manner	Uses the results of assessments of student learning accurately to appropriately guide further planning of instruction and assessment	Consistently and accurately uses the results of a variety of relevant assessments of student learning to appropriately guide the need for further planning and adaptations of instruction and assessment	

Developing as a Professional Educator

The Teacher Candidate demonstrates development as a professional educator as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Professional, Legal, and Ethical Obligations	Modeling moral/ethical standards, honoring policies and procedures of the work	Does not demonstrate dispositions of Noble Character in one or more areas	Inconsistently demonstrates dispositions of Noble Character	Demonstrates most dispositions of Noble Character	Consistently demonstrates the dispositions of Noble Character	

(TPE 6)	environment, which includes timely response and submission of Clinical Practice documents					
Professional Reflection / Application *(TPE 6)*	Reflecting on teaching practice and planning professional development that impacts student learning	Demonstrates little or no evidence of the ability to analyze or reflect on teaching and requires explicit direction to establish professional development goals and improvement plans aligned with the TPEs	Demonstrates a partial ability to analyze and reflect on the results of teaching and student learning needing substantial prompting to establish professional development goals and improvement plans aligned with TPEs	Demonstrates the ability to analyze and reflect on the results of teaching, on student learning with minimal prompting and to appropriately establish professional development goals and plans aligned with the TPEs	Consistently demonstrates the ability to accurately analyze and reflect on the results of teaching, on student learning and to appropriately establish and carry out continuous professional improvement goals and plans aligned with the TPEs	
Working Relationships with Colleagues and Supervisors to Improve Professional Practice *(TPE 6)*	Establishing effective, collaborative relationships with colleagues, supervisors, and other school personnel focused on meeting the diverse needs of students	Demonstrates little or no evidence of ability to work with others in the school environment;is not responsive to feedback or coaching to improve teaching and student learning	Inconsistently demonstrates the ability to work with others; may be partially responsive to feedback and coaching to improve teaching and student learning	Demonstrates the ability to work with others in the school environment; responsive to feedback and coaching to improve teaching and student learning	Consistently demonstrates the ability to work with others in the school environment; actively solicits and is responsive to feedback and coaching to improve teaching and student learning	

Final Assessment Evaluation Rubric

Based on the evidence of candidate proficiency aligned with professional standards, the overall performance of the Teacher Candidate:

Standard	*1*	*2*	*3*	*4*
	Does not meet proficiency for beginning teachers on one or more standards and will require additional remediation to be recommended for licensure		*Solidly meets proficiency levels for beginning teachers on all standards*	*Consistently meets advanced proficiency for beginning teachers on all standards.*
Engaging and Supporting All Students in Learning (TPE 1)	☐	☐	☐	☐
Creating & Maintaining Effective Environments for Student Learning (TPE 2)	☐	☐	☐	☐
Making Subject Matter Comprehensible for Student Learning (TPE 3/SSPS)	☐	☐	☐	☐
Planning Instruction / Designing Learning Experiences for All Students (TPE 4)	☐	☐	☐	☐
Assessing Student Learning (TPE 5)	☐	☐	☐	☐
Developing as a Professional Educator (TPE 6)	☐	☐	☐	☐
Effective Literacy Instruction (TPE 7)	☐	☐	☐	☐
Subject Specific Pedagogical Skills (Single Subject Candidates Only) (TPE/SSPS)	☐	☐	☐	☐
OVERALL	☐	☐	☐	☐

Summary Comments:

_____

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_____

University Supervisor and/or Cooperating Teacher completes Competency Rubric(s) with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience

Multiple Subject Competency Rubrics

Please download the needed rubric from the PLNU Clinical Practice Website at www.plnusoe.com.

Rubrics for the following subjects are available:

- Science
- Social Science
- Physical Education and Health
- Visual and Performing Arts (VAPA)

POINT **LOMA**
NAZARENE UNIVERSITY

Multiple Subject - Science Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Standards	Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science, balancing the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Teaching Methods	Explains, demonstrates, and provides class activities that serve to illustrate science concepts and principles, scientific investigation, experimentation, and emphasizes the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
	Integrates mathematical concepts and practices into science instruction,					

Mathematical Concepts	including the importance of accuracy, precision, estimation of data, and literacy.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Literacy	Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats and ensures that students, at various English proficiency levels, have the academic language needed to meaningfully engage in the content. Engages students in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology	Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Comments					

Multiple Subject - History-Social Science Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Standards	Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Analytical Skills	Enables students to learn and use basic analytical thinking skills in history and social science while attaining the state-adopted standards for students.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Multiple Perspectives	Use timelines and maps, provides insights into historical periods and cultures from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Literacy	Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats and to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology	Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Multiple Subject - Physical Education and Health Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Standards	Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in physical education and health.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Content – PE	Balances the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Content – Health	Balances the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health.					
Assessment	Collects evidence of student learning through the use of appropriate assessment tools and uses the collected evidence to inform instructional decisions and provide feedback to students. Supports students who are learning how to assess and maintain their level of physical fitness that improves health and performance, as well as using their knowledge of psychological concepts that apply to the learning and principles of physical activity.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Teaching Methods	Explain, demonstrate, and provide class activities that serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
	Provides a safe					

Creating and Maintaining an Effective and Safe Environment	environment for discussion of sensitive issues and taking intellectual risks. Helps students to navigate the risks associated with learning to move in a public environment.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Literacy	Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats, and ensures that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Teaches students to write opinion/persuasive and expository text in the content area.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning the content of physical education and health.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Multiple Subject - Visual and Performing Arts Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Standards	Understands the responsibility for instruction in the four arts content aras, per the California Education Code, and demonstrates the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theater, and visual arts	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Importance of the Discipline	Understands that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Understands that learning in an arts discipline supports students in other academic subjects,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career.				
Content	Understands and teaches the foundational academic content of each arts discipline within the standards and facilitates students' abilities to identify the aesthetic qualities of works of art and artistic performances.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Assessment	Assesses student learning in each art content area to promote student learning	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Teaching Methods	Crafts a progression of complexity within each of the four arts content areas. Knows the difference between discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings. Provides students with opportunities to see the value of arts learning and skill development for their future schooling and careers.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
	Collaborates where possible with single				

Collaboration	subject arts teachers and/or community arts resources.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Literacy	Facilitates the students' literacy development in the art form as well as in English.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Diversity	Assures that students are provided access to works of art that are broadly representative of cultural diversity.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

University Supervisor and/or Cooperating Teacher completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience

Single Subject Competency Rubrics

Please download the needed rubric from the PLNU Clinical Practice Website at www.plnusoe.com .

Rubrics for the following subjects are available:

- Business Education
- World Languages
- Health Science
- Home Economics
- Language Arts
- Mathematics
- Music
- Physical Education
- Science
- Social Science
- Art

POINT LOMA
NAZARENE UNIVERSITY

Business Education Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Standards	Teaches the state-adopted career technical education (CTE) model curriculum standards in business and applicable English Language Development Standards, while providing academic access to students at all levels of language proficiency.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Management	Prepares students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Problem Solving	Enables students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	procedures, and financial analysis.				
Marketing	Prepares students to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology for Business	Teaches students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and the ethical use of information technology in business situations.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Economic Principles	Instructs students in basic economic principles applicable to microeconomic theories, macroeconomic theories, and domestic and international economics.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Career Development	Assists students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Communication	Assists students in the application of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
	Teaches students to independently read,				

		Little to no competency	Beginning competency	Average competency	Excellent competency	
Reading	comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Writing	Teaches students to write argumentative and expository text in the content areas.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology in the Classroom	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Assessment	Uses a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

World Languages Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Standards	Designs and implements instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Language Proficiency	Demonstrates a high proficiency in the language and culture that allows her/him to conduct classes in the target language and to the extent possible in authentic cultural settings.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Proficiency - Oriented Program	Teaches a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing)	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.				
Reading	Teaches students to independently read, comprehend, and selects instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Writing	Teaches students to write argumentative and expository text in the target language.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Basic Linguistics	Teaches the nature of language and basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Cultural Understanding	Demonstrates an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Lesson Planning & Assessment	Plans and delivers challenging lessons; assesses students using a variety of assessment tools aligned with current methodology in second-language acquisition.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Critical Thinking	Teaches and emphasizes critical thinking and evidence of student learning to inform best practices in teaching.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology	Uses technology to support and enhance their instruction, and provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

POINT LOMA
NAZARENE UNIVERSITY

Health Science Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Standards	Designs and implements instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards, while promoting academic language.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Coordinated School Health Program	Understands the professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Critical Thinking	Teaches problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

		Little to no competency	Beginning competency	Average competency	Excellent competency	
Individual & Cultural Differentiation	Recognizes differences in individual development, culture, and family life.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Community Specific Education	Assesses individual and community needs for health education by interpreting health-related data about social and cultural environments.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Research	Understands the differences between health education practices that are grounded in scientific research and those that are not research-based.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Collaboration	Identifies opportunities for collaboration among health educators in all settings, including school and community health professions.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Analytical Skills	Teaches students to use analytical skills to identify behaviors that enhance and/or compromise personal health and well-being.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Lifestyle Choices	Teaches students to recognize the short term and long term effects of the lifestyle choices and habits of individuals; integrates higher-level thinking skills within the context of various health topics.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Risk Assessment & Prevention	Teaches students to apply a variety of risk assessments skills and prevention strategies to health-related issues.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Advocacy	Demonstrates effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Communication	Understands the role of communication and communication skills in interpersonal relationships and identifies strategies that encourage appropriate expression.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Reading	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Writing	Teaches students to write argumentative and expository text in the content area.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Speaking Skills	Teaches speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	that contribute to the learning of the content of health education.				
Technology	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Home Economics Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Standards	Teaches the state-adopted career and technology standards for students in home economics and applicable English Language Development Standards, while providing academic language	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Career Pathways	Creates home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs— Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO) — and applies these principles for students	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Teaching Strategies	Employs FCCLA(Family Career and Community Leaders of America) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

CFS Content	Teaches students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected for the eight content areas of CFS	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
HERO Program	Works closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Student Work	Plans and supervises student work including group assignments, laboratory work, and on-the-job training	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Problem Solving	Helps students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking, and critical thinking skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Reading	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Writing	Teaches students to write argumentative and expository text in the content area	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Planning & Assessment	Plans assessments of student learning, provides frequent feedback, assists students in the achievement of the standards, and uses evidence of student learning to improve program	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Language Arts Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Assessing	Determines reading and language arts skill level of students in three ways: formative, interim, summative	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Providing Instruction	Demonstrates a knowledge of state-adopted content standards and uses them to deliver instruction with increasing complexity.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Differentiating	Differentiates instruction based on the needs and strengths of the range of learners in the classroom, including English learners, and the need for them to use language as tools for thinking, learning, and communicating	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Understanding Texts (Reading)	Teaches the skills for teaching complex literary and informational texts, interpreting meaning,	Little to no competency	Beginning competency	Average competency	Excellent competency	

	analyzing text structure, and evaluating perspective	☐	☐	☐	☐	
Writing Instruction	Provides instruction that teaches students how to produce argumentative, informative and narrative texts; implements the writing process; conducts research and projects and has students write for a range of disciplines, purposes, etc.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Citing Text	Uses strategies to teach students to cite narrative and informational texts in reading and writing.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology	Models and assists the integration of technology and media for conducting research, producing / publishing writing, creating presentations, and interacting with others.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Vocabulary / English Conventions	Teaches vocabulary acquisition and use along with English Language conventions	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Listening & Speaking	Provides opportunities for listening and speaking including collaboration, conversation, and presentation	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Mathematics Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Effective Teaching Strategies	Uses specific teaching strategies that are effective in supporting students to teach the California Common Core State Standards in math, including mathematical literacy and the standards for mathematical practice	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Computation, Concepts and Symbols	Enables students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Connections	Helps students understand different mathematical topics and make connections among them	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Problem Solving	Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	representations					
Arguments and Claims	Requires student collaboration that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Media and Technology	Provides opportunities for students to use and evaluate strengths and limitations of media and technology as integral tools in the classroom	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Environment	Provides a secure environment for taking intellectual risks and approaching problems in multiple ways	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Multiple Approaches	Models and encourages students to use multiple ways of approaching mathematical problems, and encourages discussion of different solution strategies	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Attitude	Fosters positive attitudes toward mathematics and encourages student curiosity, flexibility, and persistence in solving mathematical problems	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Logical system	Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	symbols					
Assessment	Assigns and assesses work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Music Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Standards	Demonstrates the ability to teach the state-adopted standards in music and applicable English Language Development Standards	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Aural Skills	Models highly developed aural musicianship and aural analysis skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Theory & Analysis	Teaches music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences)	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Reading and Working with Music	Teaches students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Vocal or Instrumental Performance	Models expressive and skillful performance by voice or on a primary instrument	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Keyboard Skills	Proficient in keyboard skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Conducting Techniques	Uses effective conducting techniques and teaches students to sight sing, sight read, improvise, compose, and arrange music	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Western & Non-Western Works	Uses wide knowledge of Western and non-Western works in instruction	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Roles & Contributions of Musicians	Helps students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods; identifies contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Instruction	Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Variety & Developmental	Uses a variety of instrumental, choral and ensemble rehearsal techniques and employs an	Little to no competency	Beginning competency	Average competency	Excellent competency	

States	understanding of developmental stages of learning in relation to music instruction	☐	☐	☐	☐	
Response, Analysis, & Criticism	Enables students to understand aesthetic valuing in music and teaches them to respond to, analyze, and critique performances and works of music, including their own	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Working with Text	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Writing	Teaches students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Connections and Relationships	Teaches the connections and relationships between music and the other arts as well as between music and other academic disciplines	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Opportunities	Informs students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Variety of Approaches	Uses a variety of learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Repertoire & Literature	Instructs using a broad range of repertoire and literature and evaluates those materials for specific educational purposes	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Sequencing, Planning, & Assessing	Uses various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats; teaches an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music; and provides students the opportunity to use	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	and evaluate strengths and limitations of media and technology as integral tools in the classroom					

Physical Education Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Teaching Strategies	Uses specific teaching strategies that are effective in supporting students to reach the state-adopted academic content standards for physical education and applicable English Language Development standards to provide academic language development	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Instructional Sequence	Builds content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Balanced Instruction	Balances the focus of instruction motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	sociological concepts related to physical activity				
Assessment and Feedback	Collects evidence of student learning through the use of appropriate assessment tools and how to use the evidence to inform instructional decisions and provide feedback to students	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Environment for Learning	Provides a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment; knows how to establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Reading in the Content Area	Supports students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
	Teaches students to write argumentative and expository text in physical education, and they understand how to teach speaking				

Writing in the Content Area	and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Technology	Provides students with the opportunity to use media and technology as tools to enhance their understanding of the content area and the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Instructional Design	Designs instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Curriculum Accessibility & Variety	Designs a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Curriculum Differentiation	Designs a curriculum that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

	and higher performers				
Cultural & Ethnic Sensitivity	Demonstrates sensitivity to students' cultural and ethnic backgrounds and creates a safe learning environment	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Equipment & Facilities	Develops procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Science Competency Assessment

POINT LOMA
NAZARENE UNIVERSITY

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Teaching Strategies	Demonstrates a knowledge of state-adopted content standards and applicable ELD Standards, and structures/sequences instruction for maximum student achievement	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Balanced Instruction	Balances the focus of instruction between science information, concepts, and engineering principles as outlined in the NGSS	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Science Concepts	Explains, demonstrates, and provides class activities that serve to illustrate science concepts, principles, scientific investigation, and experimentation	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Science Connections	Emphasizes the nature of science, the integration of engineering design, and the connections between society, technology and the environment	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Mathematical Concepts / Technology	Integrates mathematical concepts, including the importance of accuracy, precision, and estimation, and the uses and limitations of media and technology as tools	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Science Careers	Encourages students to pursue science interests, especially students from groups underrepresented in science careers	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Ethical Treatment of Animals	Teaches students to provide ethical care when live animals are present in the classroom	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Cultural & Ethnic Sensitivity	Demonstrates sensitivity to students' cultural and ethnic backgrounds in designing science instruction	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Evidence and Argument	Teaches students to engage in discourse that fosters evidence-based explanations and arguments in speaking and writing	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Literacy Instruction	Structures and sequences science instruction that supports students in reading increasingly complex texts	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Investigations / Experiments	Guides, monitors and encourages students during investigations and experiments, teaching them multiple ways to record scientific data, including the use of mathematical symbols.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	Establishes safe practices and procedures for safe use and care of equipment and materials					

Social Science Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Analytical Thinking	Provides instruction that enables students to learn and use analytical thinking skills in history and social science while attaining the California Common Core State Standards for social science and literacy in social science, including English Language Development standards to meet academic language needs of students	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Understanding of the World / Democratic Process	Uses history to develop students' understanding of the physical world and encourage participation in the democratic process system of government	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Understanding the Past	Teaches students about the past	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Economic and	Helps students understand advanced economic principles	Little to no competency	Beginning competency	Average competency	Excellent competency	

Financial Principles	and personal financial literacy	☐	☐	☐	☐
Use of Evidence	Improves students' ability to make reasoned decisions based on evidence	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Disciplinary Significance	Helps students to engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces for information that do not appear to connect to broader issues	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Timelines & Maps	Uses timelines and maps to reinforce students' sense of temporal and spatial scale	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Themes	Teaches students how social science concepts and themes provide insights into historical periods and cultures	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Multi-modal Teaching	Helps students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Reading in the Discipline	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

	representations in diverse formats				
Writing in the Discipline	Teaches students to write argumentative and expository text in the content area	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Connections	Connects essential facts and information to broad themes, concepts and principles; relates history and social science content to current and future issues to better understand their current world	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Cultural Perspectives	Teaches students how cultural perspectives inform and influence understandings of history	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Primary and Secondary Documents	Selects age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Bias and Subjectivity	Asks questions and structures academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Classroom Environments / Discussion	Creates a classroom environment that supports the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourages students to reflect on and share their insights and values	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

Multiple Viewpoints	Designs activities to illustrate multiple viewpoints on issues	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology	Provides students with the opportunity to use media and technology as tools to enhance content area knowledge and to evaluate strengths and weaknesses of its use	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Critical Thinking	Monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

POINT LOMA
NAZARENE UNIVERSITY

Art Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	*Candidate Proficiency*	*I*	*II*	*III*	*IV*	*Not Yet Observed*
Standards	Demonstrates the ability to teach the state-adopted standards for art and applicable English Language Development Standards to allow them to meet or exceed these standards.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Instructional Design	Designs instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Skills / Creativity	Supports students' development in creative processes, artistic skills and techniques.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Expression / Communication	Supports students' literacy in expression and communication of ideas in both written and visual forms.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Problem Solving	Models and encourages student creativity, flexibility, and persistence in solving	Little to no competency	Beginning competency	Average competency	Excellent competency	

	artistic problems given to them and of their own making.	☐	☐	☐	☐	
Environment	Provides a secure environment that allows students to take risks and approach aesthetic problems in multiple ways.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Instructional Delivery	Provides explanations, demonstrations, and planned activities that serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Problem Solving Skills	Builds students' creative problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Equipment & Materials	Establishes and monitors procedures for the safe care, use, and storage of art equipment and materials.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Historical Contributions	Understands and teaches students about the historical contributions and cultural dimensions of art, providing insights	Little to no competency	Beginning competency	Average competency	Excellent competency	

	into the role and development of the visual arts in past and present cultures.	☐	☐	☐	☐	
Economic Contributions	Designs instruction that emphasizes the contributions of art to culture, society, and the economy, especially in California.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Analysis & Critique	Designs instruction that guides students as they make informed critical judgements, evaluations and responses about the quality, impact, and success of artworks, through perceiving, analyzing, and applying differing sets of criteria.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Evaluation Skills	Provides students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Cultural Diversity	Assures that students are provided access to works of art that are broadly representative of cultural diversity.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Reading Texts	Teaches students to independently read both literal text and visual texts and comprehend and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Writing	Teaches students to write evaluative, argumentative, and expository visual arts texts, and create visual images and/or structures or curate a collection of objects/images to express views, statements, or facts.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Technology / Media	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool; raises students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats; teaches an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of arts and design.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Connections	Demonstrates an ability to connect and apply what is learned in the visual arts to other subject areas.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Opportunities	Understands how to relate the visual arts to life skills and lifelong learning; provides information about opportunities for careers in art.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

University Supervisor and/or Cooperating Teacher completes Competency Rubric(s) with Final Assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience

Education Specialist Competency Rubrics

Please download the needed rubric from the PLNU Clinical Practice Website at www.plnusoe.com .

Rubrics for the following subjects are available

- Mild/Moderate Support Needs
- Moderate/Severe Needs
- Dual Credential Mild/Moderate and Moderate/Severe Competency Assessment

Mild/Moderate Support Needs Education Specialist Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Communication	Communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the lifespan for all learners	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Assistive Technology	Demonstrate knowledge of assistive technology including low and high technology equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Human Development	Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Disabilities and Risk Conditions	Demonstrate comprehensive knowledge of atypical development associated with various disabilities and other conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Intervention and Instruction	Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Responsive Pedagogy	Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, units and lesson plans	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
High-Leverage Practices	Demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments (e.g.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

	inclusive settings, co-taught settings, special day class, resource, etc.)				
Creating Healthy Learning Environments	Access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Positive Behavior Intervention Strategies	Utilize intervention strategies that demonstrate an understanding of how decisions and common behaviors of children and adolescents enhance or compromise their health and safety (e.g. alternative seating, grouping, etc.)	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Implications of Characteristics of Students with Mild / Moderate Disabilities	Provide a continuum of services (e.g. mental health, speech, etc.) based on the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Assessment and	Utilize non-biased standardized and non-standardized techniques, instruments and processes that are				

		Little to no competency	Beginning competency	Average competency	Excellent competency	
Evaluation of Students with Mild / Moderate Disabilities	standards-based, curriculum-based, and appropriate to the diverse needs of individual students to assess the developmental, academic, behavioral, social, communication, career and community life skills	☐	☐	☐	☐	
Planning and Implementing Curriculum and Instruction	Deliver evidence-based curricula and instructional methods that are effective with students with mild / moderate disabilities, including specially - designed curricula and methods for reading / language arts instruction for students with mild / moderate reading disorders	☐	☐	☐	☐	
Behavior Support Systems	Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and, when necessary, participate in manifestation determination hearings	☐	☐	☐	☐	
Case Management Practices	Use case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services	☐	☐	☐	☐	

Extensive Support Needs Education Specialist Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I   ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Professional Standards	Demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Collaboration, Communication, and Consultation	Communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP / IFSP / ITP. (Included in the communication is information to family members regarding typical developmental expectations as well as	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	the impact of the disability on developmental progress.)					
Utilizing a Continuum of Services	Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs including procuring services by accessing other professionals and agencies to acquire information regarding students' sensory, movement, mobility and specialized health care services	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Transition	Using advocacy skills, communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages, as well as plan, implement, and evaluate transitional life experiences across the lifespan for all learners with moderate / severe disabilities, including those who are deaf-blind and/or those with additional disabilities	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Assistive and Augmentative Technology	Employ assistive technology (including augmentative and alternative communication technology), using low and high equipment and materials to facilitate communication, curriculum access, and					

	skill development of students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities, using assessment data to develop needed augmentative and alternative systems	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
IFSP / IEP / ITP	Demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process, while determining the implications of mod / severe characteristics for service delivery	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Collaborative and Co-Teach	Collaborate, co-teach, and consult with specialists, paraprofessionals and parents to work in instructional teams, enhancing curriculum and instruction of students with disabilities and providing the	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	appropriate, safe, & consistent support across all settings				
Creating Healthy Learning Environments	Utilize universal precautions designed to protect the health and safety of the candidates themselves	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Utilizing Resources	Access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Communication	Use assessment data to implement instruction of communication and social skills, by creating and facilitating opportunities for interaction to demonstrate student academic knowledge across all settings	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Behavior Support Systems	Participate effectively in school wide behavior support processes, while establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students, and, when appropriate, based on functional behavior assessments and manifestation determinations	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
	Use case management practices and strategies for students with				

Case Management Practices	moderate/severe disabilities and for those referred for special education services	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Education Specialist - Dual Credential Mild/Moderate and Extensive Support Needs Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Communication	Communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the lifespan for all learners	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Collaboration, Communication, and Consultation	Communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. (Included in the communication is information to family members regarding typical developmental	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	expectations as well as the impact of the disability on developmental progress.)				
Assistive Technology	Demonstrate knowledge of assistive technology including low and high technology equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities. Employ assistive technology (including augmentative and alternative communication technology), using low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities, using assessment data to develop needed augmentative and alternative systems.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Human Development	Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

	for learning				
Transition	Using advocacy skills, communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages, as well as plan, implement, and evaluate transitional life experiences. Across the lifespan for all learners with moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Disabilities and Risk Conditions	Demonstrate comprehensive knowledge of atypical development associated with various disabilities and other (risk)conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Intervention and Instruction	Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
	Demonstrate the ability				

Responsive Pedagogy	to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, units and lesson plans	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
High-Leverage Practices	Demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments (e.g. inclusive settings, co-taught settings, special day class, resource, etc.)	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Creating Healthy Learning Environments	Access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services. Utilize universal precautions designed to protect the health and safety of the candidates themselves.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Positive Behavior Intervention Strategies	Utilize intervention strategies that demonstrate an understanding of how decisions and common behaviors of children and adolescents enhance or compromise their	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	health and safety (e.g. alternative seating, grouping, etc.)				
Behavior Support Systems	Participate effectively in school wide behavior support processes, while establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students, and, when appropriate, based on functional behavior assessments and manifestation determinations.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Implications of Characteristics of Students with Mild / Moderate Disabilities	Provide a continuum of services (e.g. mental health, speech, etc.) based on the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐
Assessment and Evaluation of Students with Mild / Moderate Disabilities	Utilize non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students to assess the developmental,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐

	academic, behavioral, social, communication, career and community life skills. Use assessment data to implement instruction of communication and social skills, by creating and facilitating opportunities for interaction to demonstrate student academic knowledge across all settings.				
Planning and Implementing Curriculum and Instruction	Deliver evidence-based curricula and instructional methods that are effective with students with mild / moderate disabilities, including specially - designed curricula and methods for reading / language arts instruction for students with mild / moderate reading disorders	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Collaborate and Co-Teach	Collaborate, co-teach, and consult with specialists, paraprofessionals and parents to work in instructional teams, enhancing curriculum and instruction of students with disabilities and providing the appropriate, safe, and consistent support across all settings.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Behavior Support Systems	Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and, when necessary, participate in manifestation determination hearings	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

Case Management Practices	Use case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
IFSP / IEP / ITP	*Demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite* assessment processes, through planning special-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process, while determining the implications of mod/severe characteristics for service delivery.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
Utilizing a Continuum of Services	Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs including procuring services by accessing other professionals and agencies to acquire information regarding students' sensory, movement, mobility	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	and specialized health care services.				
Professional Standards	Demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

POINT 19🏛02 LOMA
NAZARENE UNIVERSITY

Formative Assessment Summary

University Supervisor completes; Teacher Candidate stores in binder and submits to the University Supervisor Via Taskstream at the end of the experience

Teacher Candidate: _____	
Date: _____	
University Supervisor: _____	
Visit Number: _____	

Course Number:	Year:	Quad: ☐ FA Q1 ☐ FA Q2 ☐ SP Q1 ☐ SP Q2 ☐ SU Q1 ☐ SU Q2

Standard	*Strengths/Evidence*	*Focus Area/Next Steps*
Engaging and Supporting All Students in Learning (TPE 1)		
Creating & Maintaining Effective Environments for Student Learning (TPE 2)		
Making Subject Matter Comprehensible for Student Learning (TPE 3 / SSPS)		
Planning Instruction / Designing Learning Experiences for All Students (TPE 4)		
Assessing Student Learning (TPE 5)		
Developing as a Professional Educator (TPE 6)		
Effective Literacy Instruction (TPE 7)		
Subject Specific Pedagogical Skills (single Subject Candidates Only) (TPE / SSPS)		

Dispositions and Indicators of Noble Character

Cooperating Teacher & University Supervisor use as a guide to complete the email survey

Teacher Candidate: _____ Date: _____ Course: _____

Check one: ☐ Self-Assessment ☐ Professor/University Supervisor
☐ Mentor/Cooperating Teacher

Indicator	*1-4*	*Behavioral Evidence to Look For:*
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.		● Treats all students and adults equally with civility and grace ● Retains a non-judgemental demeanor ● Displays a professionalism in dress, posture and attitude ● Committed to social justice, equality and cultural competency ● Consistent in word and actions ● Practices forgiveness and love for one another ● Follows through with commitments
2. Spirit in Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		● Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role ● Openly considers the contributions of diverse learners ● Proactive rather than reactive with classmates, teachers, parents, staff and students ● Employs healthy conflict resolution skills in one-on-one and group situations ● Assists in resolving conflict and promotes acceptance of one another ● Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every		● Articulates and models their calling to their profession ● Understands personal strengths and demonstrates consistent performance in given activities ● Takes responsibility for their own learning ● Develops and monitors a plan that balances personal and professional growth

student to fulfill her or his full potential.		- Looks at an incident/activity to analyze what worked and targets areas for improvement - Asks questions, seeks support and guidance - Uses journals or reflections to record thinking and improve practice
4. **Professional and Positive Perseverance** The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		- Enthusiastic, energetic, prepared, constantly reflecting and improving - Seeks feedback from other professionals with positive spirit - Willingly participates in the school community/activities outside the classroom - Remains involved in the planning and innovation necessary of professionals - Holds high expectations for all, and scaffolds learning when assignments are challenging - Remains aware of all the profession requires and makes changes to own practice

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Rubrics for Performance Level

4 – Exceptional: Consistently and spontaneously demonstrates indicators with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teachers if areas for improvement are discussed.

3.5 – Advanced: Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.

3 – Appropriate: Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teachers.

2.5 – Improvement Needed: Lack of this indicator has been evident to peers or teachers. Demonstrates the ability to accept feedback, reflect and improve.

2 – Area of Concern: Demonstration of this indicator frequently missing. May have some difficulty in responding openly to feedback from peers or teachers.

1 – Inappropriate: Demonstrates indicator infrequently if at all. No indication of desire to improve.

End-Of-Placement Reflection: Cooperating Teacher
University Supervisor & Teacher Candidate use as a guide to complete the email survey

Cooperating Teacher: _____

Teacher Candidate: _____

University Supervisor: _____

Productive Practices

For each of the practices identified, please check the rating frame that best describes your experiences.

The rating frame abbreviations are:

C = Consistently   **N** = Never
F = Frequently   **R** = if Requested
S = Seldom

Productive Practice	*Rating*				
	C	F	S	N	R
1. Prior to the Teacher Candidate's observation of the Cooperating Teacher/other teachers, the purpose(s), expectations and procedures were clearly established.					
2. The Cooperating Teacher established expectations for the Teacher Candidate's participation in the monitoring of students.					
3. Prior to the Teacher Candidate's assuming responsibility for instruction, the Cooperating Teacher identified, sufficiently modeled and discussed modeling of each instructional procedure.					
4. Prior to the Teacher Candidate's assuming responsibility for instruction, the Cooperating Teacher identified, sufficiently modeled and discussed modeling of each specific content area instruction.					
5. The Cooperating Teacher identified district and school resources and made available basic materials, texts, and equipment needed for instruction.					

6. Prior to teaching, the Candidate and the Cooperating Teacher met to plan/discuss lessons, teaching constraints and responsibilities.					
7. The Teacher Candidate's written lesson plans were appropriately reviewed prior to being taught; the Cooperating Teacher Guided adjustments, and/or suggested changes.					
8. The Cooperating Teacher observed the Teacher Candidate's teaching, providing appropriate and constructive feedback **orally**.					
9. The Cooperating Teacher observed the Teacher Candidate's teaching, providing appropriate and constructive feedback in **writing**.					
10. The Cooperating Teacher identified and reinforced the Teacher Candidate's productive teaching and professional actions, as well as the progress/improvements.					
11. In addition to informal feedback and planning, the Cooperating Teacher established and observed specific times for feedback and planning.					
12. The Cooperating Teacher completed or participated in the timely completion of required paperwork.					

Specifics

What are the two most significant ways that the Cooperating Teacher supported the building of the Teacher Candidate's teaching practice?

1. _____
_____
_____
_____

2. _____
_____
_____
_____

What are the two most significant ways that the Cooperating Teacher might have better helped the Teacher Candidate build a teaching practice? What would you have liked the Cooperating Teacher to do more often?

1. _____

_____

_____

_____

Recommendation

Do you recommend that the Cooperating Teacher continue to be involved in the PLNU program?

_____

_____

Please give one specific reason to support your response:

_____

_____

_____

_____

_____

_____

_____

End-Of-Placement Reflection: University Supervisor
Cooperating Teacher & Teacher Candidate use as a guide to complete the email survey

Cooperating Teacher: _____

Teacher Candidate: _____

University Supervisor: _____

Productive Practices

For each of the practices identified, please check the rating frame that best describes your experiences.

The rating frame abbreviations are:

C = Consistently   **N** = Never
F = Frequently   **R** = if Requested
S = Seldom

Productive Practice	Rating				
	C	F	S	N	R
1. The University Supervisor helped the Teacher Candidate to inform the Cooperating Teacher about the program goals, required activities, time lines and record-keeping/assessment needs.					
2. The University Supervisor maintained productive and open communications with the Cooperating Teacher.					
3. The University Supervisor worked with the Teacher Candidate to schedule observations and post-observation conferences.					
4. The University Supervisor observed the Teacher Candidate's teaching and provided reinforcing and constructive feedback **orally**.					
5. The University Supervisor observed the Teacher Candidate's teaching and provided reinforcing and constructive feedback in **writing**.					
6. The University Supervisor regularly reviewed the Weekly Progress Report					

& Reflection forms and other evidence about the Teacher Candidate's developing teaching practice.					
7. Conferences with the University Supervisor provided a productive opportunity for the Teacher Candidate to reflect on their teaching as well as consider options, concerns, constraints and next teaching targets.					
8. The University Supervisor completed or participated in the timely completion of required conferences and paperwork.					

Specifics

What are the two most significant ways that the University Supervisor supported the building of the Teacher Candidate's teaching practice?

1. _____
   _____
   _____

2. _____
   _____
   _____

What are the two most significant ways that the University Supervisor might have better helped the Teacher Candidate build a teaching practice? What would you have liked the University Supervisor to do more often?

1. _____
   _____
   _____

2. _____
   _____
   _____

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Need for Improvement Action Plan
Initiated by the University Supervisor or Cooperating Teacher when needed

The following action plan is for _____ will begin on _____. This plan will be reviewed by the University Supervisor, Cooperating Teacher, and Teacher Candidate each week to determine the amount of progress being made toward the identified goals. The date to review improvement is determined and recorded below. Failure to make significant progress toward stated goals will result in modification or termination of the Clinical Practice assignment based upon the University Supervisor's and/or Cooperating Teacher's recommendation.

Areas of Concern:
☐   ☐
Specific Goals for Improvement:
☐   ☐
To Be Reviewed On: _____

Signatures:

_____
University Supervisor

_____
Cooperating Teacher

_____
Candidate

_____
Program Director/Associate Dean