



School of Education



Clinical Practice Handbook

Single Subject • Multiple Subject • Education Specialist

2026-2027

School of Education

Point Loma Nazarene University

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California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

<i>CSTP Element</i>	<i>Expectation</i>
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.
Creating and maintaining effective environments for student learning.	- The candidate regularly integrated effective ways to create an inclusive, respectful, supportive, and challenging environment. - Displayed evidence of ability to effectively facilitate productive interactions to maximize opportunities for each student to learn and thrive.
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

<i>CSTP Element</i>	<i>Expectation</i>
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	The candidate regularly integrated effective ways to

engagement through a positive climate for learning.	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

<i>CSTP Element</i>	<i>Expectation</i>
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 and Designing Learning Experiences For All Students

<i>CSTP Element</i>	<i>Expectation</i>
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

<i>CSTP Element</i>	<i>Expectation</i>
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: a. appropriate use of instructional technology, including assistive technology; b. applying principles of UDL and MTSS; c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; d. appropriate modifications for students with disabilities in the general education classroom; e. opportunities for students to support each other in learning; and f. 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: - print concepts, including letters of the alphabet - phonological awareness, including phonemic awareness - phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences - decoding and encoding, including morphological awareness - text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) - instruction that is structured and organized as well as direct, systematic, and explicit - 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:

	<i>Candidate Learning Outcome (CLO)</i>	<i>TPE Addressed</i>
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	<i>Education Specialists only:</i> Gain an understanding of transitional life experiences for students with disabilities across learning environments, and life-spans.	4.5
R	<i>Multiple and Single Subject candidates only:</i> 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.

Candidates completing clinical practice as a University Intern will be responsible for full class instruction for the entirety of the 16 weeks.

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 or clinical practice coordinator as soon as feasible. If the candidate is a University Intern, they must also notify the Intern support coordinator. 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

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 a video-based platform during each phase. This platform is secure and FERPA-compliant. Teacher candidates will provide their formal lesson plan to the university supervisor and upload their video recorded lesson to the platform. 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 assignments.

Field Experience Placement During Strikes

Student/Resident Teachers

If the teachers/counselors in a school district are involved in a strike, the field experience and clinical practice placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact their supervisor or the Placement Team. If the length of the strike makes it impossible for candidates to fulfill the requirements of that field placement, they will either be reassigned or given options for completing the requirement. In this case, field experience refers to



assignments made by Point Loma Nazarene University School of Education. This policy does not pertain to paid or volunteer services outside the scope of the field experience/clinical practice assignment.

Interns/Candidates Employed Under Permits or Emergency Credentials

Candidates employed under short-term staff permits and intern credentials are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment. Be sure to notify the Placement Team and Intern Support Coordinator of your decision to avoid any delay in program completion.

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 Tasks	University Supervisor Tasks	Cooperating Teacher Tasks
1	☐ 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	☐ Meet teacher candidate and cooperating teacher ☐ Set an observation schedule	☐ 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	☐ Begin co-planning with cooperating teacher (Phase I) ☐ Formal lesson plan** ☐ Analysis and reflection conference guide* ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via the SOE's assessment system	☐ Review clinical practice binder ☐ In-person observation (formative assessment summary*) ☐ Evaluate: daily lesson plans in SOE assessment system	☐ Begin co-planning with teacher candidate (Phase I) ☐ Weekly progress report*
3	☐ Continue co-planning with the cooperating teacher	☐ Review clinical practice binder	☐ Continue co-planning with teacher candidate ☐ Complete Master Teacher Training with SDCOE ☐ Weekly progress report*
4	☐ Continue co-planning with the cooperating teacher ☐ Formal lesson plan** ☐ Analysis and reflection conference guide*	☐ Review clinical practice binder ☐ In-person or video-based observation (formative assessment)	☐ Continue co-planning with teacher candidate ☐ Weekly progress report* ☐ Observation (midterm)

	☐ Midterm triad conference ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE's assessment system	summary*) ☐ Midterm assessment (e-mail survey)* ☐ Midterm triad conference ☐ Evaluate daily lesson plans in SOE's assessment system	assessment* - e-mail survey) ☐ Midterm triad conference
5	☐ Continue co-planning with the cooperating teacher		☐ Continue co-planning with teacher candidate ☐ Weekly progress report*
6	☐ Prepare for full responsibility teaching ☐ Formal lesson plan** ☐ Analysis and reflection conference guide* ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE's assessment system	☐ Review clinical practice binder ☐ In-person or video-based observation (formative assessment summary*) ☐ Evaluate daily lesson plan in SOE's assessment system	☐ Shift instructional planning responsibility to teacher candidate ☐ Weekly progress report*
7	☐ Submit TPA 11:59 PM, Thursday night of Week 7 ☐ Conduct full responsibility teaching		☐ Confer daily regarding responsibilities ☐ Weekly progress report*
8	☐ Conduct full responsibility teaching ☐ Formal lesson plan** ☐ Analysis and 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 SOE's assessment system ☐ Submit documents to university supervisor	☐ In-person observation (formative assessment summary*) ☐ 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 SOE's assessment system	☐ Observation (final assessment* - e-mail survey) ☐ Final triad conference ☐ Disposition assessment (e-mail survey) ☐ End-of-placement reflection (e-mail surveys)

	in SOE's assessment system ☐ Complete Individual Development Plan (CP2 only)		
9		☐ Evaluate submitted documents on SOE's assessment system ☐ Enter grade	

Clinical Practice Suggested Timeline (Intern 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 Tasks	University Supervisor Tasks
1	☐ Attend clinical practice seminar ☐ View training videos online and complete quizzes ☐ Set an observation schedule ☐ Plan and teach with support of district mentor	☐ Meet teacher candidate ☐ Set an observation schedule
2	☐ Plan and teach with support of district intern coach ☐ Formal lesson plan** ☐ Analysis and reflection conference guide* ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE's assessment system	☐ Review clinical practice binder ☐ In-Person observation (formative assessment summary*) ☐ Evaluate daily lesson plans in SOE's assessment system
3	☐ Plan and teach with support of district intern coach ☐ Analysis and reflection conference guide*	☐ Review clinical practice binder
4	☐ Plan and teach with support of district intern coach ☐ Formal lesson plan** ☐ Analysis and reflection conference guide* ☐ Midterm triad conference with intern coach ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE's assessment system	☐ Review clinical practice binder ☐ In-Person or video-based observation (formative assessment summary*) ☐ Midterm assessment (e-mail survey)* ☐ Midterm triad conference with intern coach ☐ Evaluate daily lesson plans in SOE's assessment system
5	☐ Plan and teach with support of district intern coach	
6	☐ Plan and teach with support of district intern coach ☐ Formal lesson plan** ☐ Analysis and reflection conference guide*	☐ Review clinical practice binder ☐ In-person or video-based observation (formative assessment summary*) ☐ Evaluate daily lesson plan in SOE's assessment system

	☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE's assessment system	
7	☐ Plan and teach with support of district intern coach ☐ Submit TPA 11:59 PM, Thursday night of Week 7	
8	☐ Plan and teach with support of district intern coach ☐ Formal lesson plan** ☐ Analysis and reflection conference guide* ☐ End-of-placement reflections (e-mail surveys) ☐ Submit daily lesson plans to university supervisor by 5 PM Friday via SOE assessment system ☐ Submit documents to university supervisor in SOE assessment system ☐ Complete Individual Development Plan (CP2 only)	☐ 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 SOE assessment system
9		☐ Evaluate submitted documents on SOE assessment system ☐ Enter grade

Teaching Performance Assessments

As part of the California Teaching Performance Assessment (CalTPA), all teacher candidates must complete and pass two instructional cycles aligned with the California Teaching Performance Expectations (TPEs). The structure and focus of these assessments differ based on the candidate's credential area:

Multiple Subject and Education Specialist Candidates

Multiple Subject and Education Specialist candidates will complete two discipline-specific performance assessments designed to measure their readiness to teach in key content areas:

Mathematics Performance Assessment

In this cycle, candidates plan, teach, and assess a single mathematics lesson aligned with California state standards. Candidates analyze student learning and reflect on their instructional decisions using formative and summative evidence, with an emphasis on mathematical reasoning, problem-solving, and academic language development. Candidates must demonstrate how they used their knowledge of students' assets and needs to support equitable access to rigorous mathematics instruction.

Literacy Performance Assessment

In this cycle, candidates design and deliver a multi-day literacy learning segment that develops students' reading, writing, and language skills. Candidates assess student progress using a variety of informal and formal tools and provide feedback to support students' continued development. Candidates analyze evidence of student learning in literacy and academic language and design either a re-teaching or extension activity to address student needs.

These cycles are intentionally structured to ensure that candidates demonstrate instructional competency in both math and literacy—core areas of focus for elementary and special education teaching.

Single Subject Candidates

Single Subject candidates will continue to complete the traditional CalTPA Cycles 1 and 2:

Instructional Cycle 1: Learning About Students and Planning Instruction

Candidates demonstrate their ability to learn about their students' assets and learning needs and use this information to plan and deliver an effective standards-based lesson in their content area.

Instructional Cycle 2: Assessment-Driven Instruction

Candidates design and teach a content-specific learning segment made up of several purposefully connected lessons taught over multiple days. The segment should reflect the

candidate's use of formative and summative assessment data to inform instruction and provide students with meaningful feedback. Candidates then analyze student learning and academic language development and design a follow-up activity to either reteach or extend the learning.

Failure to Pass the TPA

Candidates who are not successful in their first attempt must:

- Meet with the professor of CP seminar or their designee
- Register for one (1) unit of EDU/ESP 6091: TPA Support (met as part of EDU/ESP 6048T for interns)
- Re-submit the TPA at candidate's cost

Candidates who are not successful in their second attempt must:

- Meet with the professor of their completed EDU/ESP 6091: TPA Support (met as part of EDU/ESP 6048T 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 and will result in dismissal from the program of study. 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 place candidates in clinical practice assignments where they will be successful, placements 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.

Professional Growth 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
- 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 professional growth 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 "Professional Growth Action Plan" 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, 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 the School 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 the School 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 the 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 a (1) - (4) unit course (EDU/ESP 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 (EDU/ESP 6091) developed by the university supervisor, associate dean, and the program director. Once the remediation plan is successfully completed, the teacher candidate will have a CP interview to determine readiness. If the candidate passes the interview, they will be given a different clinical practice placement and will repeat 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/ESP 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. With approval of the cooperating teacher and school site administrator, 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 SOE's assessment system.

Develop a detailed instructional plan using a PLNU UDL instruction 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.

8. Four (4) of your plans will be written for the lessons formally observed by the university supervisor (formative assessment summaries).
9. 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).
10. 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.
11. Submit a copy of the analysis/reflection conference guide and the cooperating teacher's weekly progress report to your university supervisor during the university supervisor's visit.
12. 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.
13. Seek suggestions and feedback from your cooperating teacher and university supervisor and plan so future actions reflect efforts to incorporate feedback.
14. Work diligently to successfully complete all university clinical practice requirements including attendance at seminars and conferences with the university supervisor and cooperating teacher .
15. Know and follow the school regulations and practices affecting your communications with parents and families of the pupils for whom you are responsible.
16. 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).
17. Approach the opportunity to work with a cooperating teacher and your students with enthusiasm and a willingness to learn.
18. Complete a reflection on your time with your university supervisor and your cooperating teacher at the end of each phase (sent via email survey).
19. Submit work to your university supervisor via the SOE's assessment system at the end of each phase.

20. 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 the university supervisor • Meet the cooperating teacher (traditional candidates only) • Complete daily lesson plans
Week 2
• Begin co-planning with cooperating teacher (traditional candidates only Phase I) • Complete in-person formal observation #1 and analysis and reflection #1 (if supervision is entirely virtual, submit through video-based observation platform). • Submit daily lesson plans to the university supervisor by 5 PM Friday via the SOE assessment system • Log hours in SMS (interns only)
Week 3
• Continue co-planning with cooperating teacher (traditional candidates only)
Week 4
• Complete in-person or video-based formal observation #2 and analysis and reflection #2* • Midterm triad conference with cooperating teacher, university supervisor, and the teacher candidate. Submit daily lesson plans to university supervisor by 5 PM Friday via the SOE assessment system • Log hours in SMS (interns only)
Week 5
• Continue co-planning with cooperating teacher (traditional candidates only)
Week 6

• Prepare for full responsibility teaching (traditional candidates only) • Complete in-person or video-based formal observation #3 and analysis and reflection #3* • Submit daily lesson plans to university supervisor by 5 PM Friday via the SOE assessment system • Log hours in SMS (interns only)
Week 7
• Submit TPA Cycle 1 (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 and analysis and reflection #4 (if supervision is entirely virtual, submit through the SOE video-based observation platform). • 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, university supervisor, and teacher candidate (traditional candidates only) • Submit necessary documents to university supervisor on SOE assessment system (see binder content checklist) • Submit daily lesson plans to university supervisor by 5 PM Friday via the SOE assessment system • Submit Dispositions Self-Assessment to clinical practice seminar professor on the SOE assessment system (CP1 only) • Submit Individual Development Plan (IDP) in the SOE assessment system (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 the SOE assessment system 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 the SOE assessment system 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 the SOE assessment system 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 the SOE assessment system by the teacher candidate and submitted to the university supervisor at the end of the experience
5. Analysis and 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 the SOE assessment system by the teacher candidate and submitted to the university supervisor at the end of the experience
6. Midterm Assessment and Final Assessment
 - Submitted via e-mail survey by the cooperating teacher (traditional candidates only) and/or university supervisor
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 the SOE assessment system by the teacher candidate and submitted to the university supervisor at the end of the experience
9. Competency Rubrics
- Uploaded to the SOE assessment system 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 (If competencies are not yet met, the blank rubric should be submitted)
 - 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.plnusoec.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 and taught by the teacher candidate. Provide written feedback via the Midterm Assessment and Final Assessment. (Assessments will be sent via e-mail survey.)
13. Assist university supervisor with completing the competency rubrics for any competencies observed.
14. Support the candidate with the planning and teaching of their Teaching Performance Assessment.
15. 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.
16. Attend a triad midterm conference with the teacher candidate and the university supervisor to evaluate the teacher candidate's progress.
17. 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.)
18. 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).
19. Attend 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 the required PLNU training videos that are assessed with corresponding quizzes (CP training, forms training, and TPAs 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 "Teacher Preparation"
3. Click "Placement Information"
4. Click "Clinical Practice Information"
5. Click "Cooperating Teachers"
6. Click "Helpful Videos"
7. Watch the three (3) training videos (corresponding documents are in the descriptions)
8. 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 his/her 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 his/her own teaching

Managing

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

Relating

- Accept my teacher candidate as both a student and a co-teacher

- Encourage my teacher candidate to express his/her 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 • Begin co-planning with teacher candidate (Phase II)
Week 2
• Complete weekly progress and reflection report / weekly co-teaching • Formal observation #1 • Begin co-planning with teacher candidate (Phase I)
Week 3
• Complete weekly progress and reflection report / weekly co-teaching • 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 • 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 • Continue co-planning with teacher candidate
Week 6

• Weekly progress and reflection report / weekly co-teaching • Shift Instructional Responsibility to teacher candidate
Week 7
• Complete weekly progress and reflection report / weekly co-teaching • Confer daily regarding responsibilities
Weeks 8-9
• Complete weekly progress and reflection report / weekly co-teaching • 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 Lesson Plan 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 Instructional Plan and the analysis and 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 placement coordinator 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). 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, (either at the scheduled Meet and Greet, or in a video conference at another time) and set up an observation schedule
Week 2
- Review the clinical practice binder - Formal in-person observation #1 and 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 the SOE assessment system
Week 3
Review the clinical practice binder
Week 4
- Review the clinical practice binder - Formal in-person or video-based observation #2 and 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 the SOE assessment system
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 video-based observation #3 and formative assessment summary • Evaluate daily lesson plans in the SOE assessment system
Week 7
• Log hours in SMS (intern candidates s only)
Week 8
• Formal observation #4 and formative assessment summary • Dispositions and Indicators of Noble Character Survey (link to survey will be sent via email) • Evaluate daily lesson plans in the SOE assessment system • 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 cooperating teacher/ university supervisor • Ensure that candidate completes the Individual Development Plan (IDP) (Phase II).
Week 9
• Evaluate the SOE assessment system documents • Submit student grade in Workday

Binder Contents Checklist

Teacher Candidate

- ☐ Clinical practice log (completed by all teacher candidates)
- ☐ Weekly progress and reflection reports - traditional candidates only (completed by the cooperating teacher)
 - Include weekly co-teachings (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 the SOE assessment system)
- ☐ Progress on competency content area rubrics (Multiple/Single) or Ed Specialist competency rubric (completed by the cooperating teacher/university supervisor)
- ☐ Formal Assessments (survey assessments will be emailed to university supervisors and cooperating teachers through the SOE assessment system)
 - 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
 - ☐ Formal lesson plan (*completed by the teacher candidate*)
 - ☐ Formative assessment summary form (*completed by the university supervisor*)
 - ☐ Analysis and reflection conference guide (*completed by the teacher candidate*)
 - B. Formative Assessment #2
 - ☐ Formal lesson plan (*completed by the teacher candidate*)
 - ☐ Formative assessment summary form (*completed by the university supervisor*)
 - ☐ Analysis and reflection conference guide (*completed by the teacher candidate*)
 - C. Formative Assessment #3
 - ☐ Formal lesson plan (*completed by the teacher candidate*)

- ☐ Formative assessment summary form (*completed by the university supervisor*)
- ☐ Analysis and reflection conference guide (*completed by the teacher candidate*)
- D. Formative Assessment #4
 - ☐ Formal lesson plan (*completed by the teacher candidate*)
 - ☐ Formative assessment summary form (*completed by the university supervisor*)
 - ☐ Analysis and reflection conference guide (*completed by the teacher candidate*)

**Submit these documents to your university supervisor via the SOE assessment system at the end of each phase*

Clinical Practice Log

Teacher candidate completes; stores in binder and submits to university supervisor via the SOE assessment system 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: _____

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Total Weekly Hours</i>
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						
Week:						

School Site: _____

Total Hours: _____

Teacher Candidate's Signature: _____

Cooperating Teacher's Signature: _____

Weekly Progress Report

To be completed by cooperating teacher; teacher candidates stores in binder and submits to the university supervisor via the SOE assessment system at the end of the experience.

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

Cooperating Teacher's Initials: _____

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



Additional comments:

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: the cooperating teacher completes; the teacher candidate stores in binder and submits to the university supervisor via the SOE assessment system 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.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Materials / Set-Up Responsibility / limitations</i>
<i>One Teach, One Observe</i>						
<i>One Teach, One Assist</i>						
<i>Station Teaching</i>						
<i>Parallel Teaching</i>						
<i>Supplemental</i>						
<i>Alternative / Differentiated</i>						
<i>Team Teaching</i>						

Co-Teaching Instructional Planning Sheet

Traditional teacher candidate completes; stores in binder and submits to the university supervisor via the SOE assessment system at the end of the experience.

Add this form as a cover age to any lessons in which co-teaching is utilized.

This completed form can take the place of one daily lesson plan per week.

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
Bring ideas for enrichment activities
When planning together, work on what you'll be co-teaching
Focus on communication

Discuss a variety of assessment strategies
Outline questions to be used for parallel, station, etc.
Divide up the work
Don't use co-planning time to plan what you're doing on your own for the lesson

Co-Teaching Strategies and Examples

Strategy	Definition/Example
<i>One Teach, One Observe</i>	One teacher has primary responsibility while the other gathers specific observational information on students or on the lead teacher. Example: <i>One teacher observes students for their understanding of directions while the other leads.</i>
<i>One Teach, One Assist</i>	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: <i>One teacher has the instructional lead, and the other teacher assists students who are having difficulties.</i>
<i>Station Teaching</i>	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: <i>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.</i>
<i>Parallel Teaching</i>	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: <i>Both teachers lead a group. One teacher leads a question and answer discussion; the other leads a discussion on current events.</i>
<i>Supplemental Teaching</i>	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: <i>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.</i>
<i>Alternative (Differentiated)</i>	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: <i>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.</i>
<i>Team Teaching</i>	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: <i>Both teachers share delivery of the instruction to a whole-group classroom setting.</i>

***Teacher Candidate Completes**

Daily Lesson Plan

Do not use for formal observations. Content can be in bullet form.

Multiple Samples DLP (add links to samples)

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

Academic Standards and Learning Goals

<u><i>State-Adopted Content Standards or Common Core Standards</i></u>	
<i>Student-Friendly Goal(s) that align with the above standard: SWBAT (Students will be able to....)</i>	
<u><i>ELD Standard:</i></u>	
<u><i>Student-Friendly ELD Goal(s) that align with the above standard: SWBAT</i></u>	
<i>ALD Goal (include Academic language needed for the lesson): SWBAT</i>	

<i>Materials/Resources:</i>	
-----------------------------	--

Instructional Plan

Engage/Anticipatory

<i>Communicate the academic learning goals and activate prior knowledge interests (Anticipatory set)</i>	
PRIOR KNOWLEDGE THAT CONNECTS TO THIS LESSON	

<i>Behavioral Expectations and Classroom Management Supports:</i>	
---	--

Instruction Delivery:

Highlight to choose the delivery type in the order they will occur.

- *Explicit Instruction: Teacher models or clearly explains the concept or skill.*
- *Guided Practice: Students practice the concept with teacher support (include activity and grouping).*
- *Independent Practice: Students apply the concept or skill independently.*

☐ Explicit Instruction ☐ Guided Practice ☐ Independent Practice ☐ N/A	•
Check for understanding (CFU)/Formative:	•

☐ Explicit Instruction ☐ Guided Practice ☐ Independent Practice ☐ N/A	•
Check for understanding (CFU)/Formative:	•

☐ Explicit Instruction ☐ Guided Practice ☐ Independent Practice ☐ N/A	•
Check for understanding (CFU)/Formative:	•

Closure

How will you determine whether students met the learning goal(s)? How will you connect today's learning to future learning?	
---	--

Accommodations

<i>Accommodations/Modifications/ Differentiation</i>	
--	--

Notes:

Formal Lesson Plan

UDL-aligned planning template

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/>

How to use this plan

Complete the Standards and Learning Goals section first, then work through the five phases in order, then fill in the UDL summary at the end. Each phase is its own table with repeating headers, so the column labels stay with you if a phase runs onto the next page.

On the UDL column — read this before you start. You are asked to identify a barrier for all three principles in every component of the lesson: fifteen barriers in total. That is deliberate. Barriers are not properties of your lesson in general; they live in a particular handout, a particular grouping decision, a particular set of oral directions, a particular exit ticket. You will not find them by thinking about the lesson as a whole. You find them by holding one component still and asking what it demands of each of your students by name.

You are not asked for fifteen strategies. A well-designed support usually removes barriers in three or four components at once — posting the directions in writing serves the student who missed them, the student who cannot decode them at speed, and the student who was absent yesterday. When a support you have already named answers a barrier in a later phase, reference its ID rather than inventing a new one. Then count your distinct supports in the summary table. Three to six is a lesson you can teach. Fifteen is a list of good intentions.

Teacher Candidate:	Date:	Grade / Subject:	Lesson Title:
Content Area:	Lesson # in unit:	Total Time Frame:	Time check: <i>phase times must total the time frame</i>

1. Academic Standards and Learning Goals

Learning Context <i>Who are your learners? Use the learning profiles for this course, or your own class data. • Assets and funds of knowledge • Prior knowledge — and the evidence for it (assessments, observations, data)</i>	
Content Standard + Student-Friendly Goal <i>State-adopted content standard or CCSS, then the goal written as something a student could repeat out loud and act on.</i>	
ELD Standard + Student-Friendly Goal <i>Multilingual/ELD standard and proficiency level(s), then what students will be doing to demonstrate it.</i>	

Academic Language <i>Terms and phrases introduced, practiced, or assessed in this lesson — and where each of those three happens.</i>	
Safe and Positive Learning Environment & Culture <i>SEL / behavior objective and its student-friendly goal • Classroom structure (groups, roles, norms) that supports the objective</i> <i>• Safety and inclusion considerations for this specific lesson</i>	
Learning Resources <i>Materials and technology to be used in the lesson.</i>	

2. Instructional Plan

1. ANTICIPATORY SET — <i>Communicate the learning goals, activate prior knowledge, connect to students' lives •</i> <i>Time: _____</i>			
Planning Notes	UDL Barriers → Supports <i>All three principles, for this component only.</i> <i>Supports may repeat from an earlier phase — reference the ID rather than inventing a new one.</i>	Teacher Instruction <i>What the teacher does and says, in order.</i>	Student Engagement <i>What students do — not what they receive.</i>
Purpose & connection to students <i>How will you communicate the goals? How does this connect to students' lives or interests?</i> Behavioral expectations Structural arrangements & materials Check for Understanding <i>What will you look or listen for, and what will you do with it?</i> DOK Level Time	Engagement <i>the "why" — interest, effort, self-regulation</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Representation <i>the "what" — perception, language, comprehension</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Expression <i>the "how" — action, communication, executive function</i> Barrier: Support (CAST guideline # — or the ID of a support already in play):		

2. EXPLICIT INSTRUCTION (I do) — Teacher models or clearly explains the concept or skill • Time: _____			
Planning Notes	UDL Barriers → Supports <i>All three principles, for this component only. Supports may repeat from an earlier phase — reference the ID rather than inventing a new one.</i>	Teacher Instruction <i>What the teacher does and says, in order.</i>	Student Engagement <i>What students do — not what they receive.</i>
What you model or explain Key questions Structural arrangements & materials Check for Understanding <i>What will you look or listen for, and what will you do with it?</i> DOK Level Time	Engagement <i>the “why” — interest, effort, self-regulation</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Representation <i>the “what” — perception, language, comprehension</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Expression <i>the “how” — action, communication, executive function</i> Barrier: Support (CAST guideline # — or the ID of a support already in play):		

3. GUIDED PRACTICE (We do) — Students practice with teacher support • Time: _____			
Planning Notes	UDL Barriers → Supports <i>All three principles, for this component only. Supports may repeat from an earlier phase — reference the ID rather than inventing a new one.</i>	Teacher Instruction <i>What the teacher does and says, in order.</i>	Student Engagement <i>What students do — not what they receive.</i>

Activity & grouping Structural arrangements & materials Check for Understanding <i>What will you look or listen for, and what will you do with it?</i> DOK Level Time	Engagement <i>the “why” — interest, effort, self-regulation</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Representation <i>the “what” — perception, language, comprehension</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Expression <i>the “how” — action, communication, executive function</i> Barrier: Support (CAST guideline # — or the ID of a support already in play):		
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4. INDEPENDENT PRACTICE (You do) — *Students apply the concept or skill independently* • Time: _____

Planning Notes	UDL Barriers → Supports <i>All three principles, for this component only. Supports may repeat from an earlier phase — reference the ID rather than inventing a new one.</i>	Teacher Instruction <i>What the teacher does and says, in order.</i>	Student Engagement <i>What students do — not what they receive.</i>

Task Structural arrangements & materials Check for Understanding <i>What will you look or listen for, and what will you do with it?</i> DOK Level Time	Engagement <i>the “why” — interest, effort, self-regulation</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Representation <i>the “what” — perception, language, comprehension</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Expression <i>the “how” — action, communication, executive function</i> Barrier: Support (CAST guideline # — or the ID of a support already in play):		
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5. CLOSURE — Consolidate the main point, assess the objectives, connect to what comes next • Time: _____			
Planning Notes	UDL Barriers → Supports <i>All three principles, for this component only. Supports may repeat from an earlier phase — reference the ID rather than inventing a new one.</i>	Teacher Instruction <i>What the teacher does and says, in order.</i>	Student Engagement <i>What students do — not what they receive.</i>

Ensuring students got the main point Assessing the objectives <i>Academically, linguistically, and behaviorally — with your success criteria.</i> Connection to future learning Structural arrangements & materials Formal Check for Understanding DOK Level Time	Engagement <i>the “why” — interest, effort, self-regulation</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Representation <i>the “what” — perception, language, comprehension</i> Barrier: Support (CAST guideline # — or the ID of a support already in play): Expression <i>the “how” — action, communication, executive function</i> Barrier: Support (CAST guideline # — or the ID of a support already in play):		
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3. UDL Summary

List each distinct support once, then note every barrier it addresses. A support that appears in one row only is worth a second look — could it be doing more work elsewhere?

ID	Distinct support	What it is	Barriers it addresses
Distinct supports I am enacting in this lesson: _____ <i>Three to six is a lesson you can actually teach. If this number is climbing toward fifteen, you are listing accommodations rather than designing.</i>			

UDL Guidelines

Principle I. Design Multiple Means of Representation

Guideline 1: Design Options for Perception

- Consideration 1.1: Support opportunities to customize the display of information
- Consideration 1.2: Support multiple ways to perceive information
- Consideration 1.3: Represent a diversity of perspectives and identities in authentic ways

Guideline 2: Design Options for Language & Symbols

- Consideration 2.1: Clarify vocabulary, symbols, and language structures
- Consideration 2.2: Support decoding of text, mathematical notation, and symbols
- Consideration 2.3: Cultivate understanding and respect across languages and dialects
- Consideration 2.4: Address biases in the use of language and symbols
- Consideration 2.5: Illustrate through multiple media

Guideline 3: Design Options for Building Knowledge

- Consideration 3.1: Connect prior knowledge to new learning
- Consideration 3.2: Highlight and explore patterns, critical features, big ideas, and relationships
- Consideration 3.3: Cultivate multiple ways of knowing and making meaning
- Consideration 3.4: Maximize transfer and generalization

Principle II. Design Multiple Means of Action & Expression

Guideline 4: Design Options for Interaction

- Consideration 4.1: Vary and honor the methods for response, navigation, and movement
- Consideration 4.2: Optimize access to accessible materials and assistive and accessible technologies and tools

Guideline 5: Design Options for Expression & Communication

- Consideration 5.1: Use multiple media for communication
- Consideration 5.2: Use multiple tools for construction, composition, and creativity
- Consideration 5.3: Build fluencies with graduated support for practice and performance

- Consideration 5.4: Address biases related to modes of expression and communication

Guideline 6: Design Options for Strategy Development

- Consideration 6.1: Set meaningful goals
- Consideration 6.2: Anticipate and plan for challenges
- Consideration 6.3: Organize information and resources
- Consideration 6.4: Enhance capacity for monitoring progress
- Consideration 6.5: Challenge exclusionary practices

Principle III. Design Multiple Means of Engagement

Guideline 7: Design Options for Welcoming Interests & Identities

- Consideration 7.1: Optimize choice and autonomy
- Consideration 7.2: Optimize relevance, value, and authenticity
- Consideration 7.3: Nurture joy and play
- Consideration 7.4: Address biases, threats, and distractions

Guideline 8: Design Options for Sustaining Effort & Persistence

- Consideration 8.1: Clarify the meaning and purpose of goals
- Consideration 8.2: Optimize challenge and support
- Consideration 8.3: Foster collaboration, interdependence, and collective learning
- Consideration 8.4: Foster belonging and community
- Consideration 8.5: Offer action-oriented feedback

Guideline 9: Design Options for Emotional Capacity

- Consideration 9.1: Recognize expectations, beliefs, and motivations
- Consideration 9.2: Develop awareness of self and others
- Consideration 9.3: Promote individual and collective reflection
- Consideration 9.4: Cultivate empathy and restorative practices
-

Formal Lesson Plan Rubric

100 points • weighted • aligned to Formal Lesson Plan

How scoring works

Every criterion is judged on the same five-point quality scale — Advanced 4, Proficient 3, Developing 2, Emerging 1, and 0 where the element is simply absent. Weight is separate from quality: each criterion carries a multiplier of ×1, ×2, or ×3 reflecting how much of the lesson's success depends on it. Level × weight gives the points. Judging quality and importance separately means a supervisor never has to decide whether a thin Learning Context is “a 2 out of 4” or “a 4 out of 8” — they rate the work, and the rubric does the weighting.

Critical criteria. Four criteria are marked ♦. A plan cannot be rated Proficient or Advanced overall if any critical criterion is scored below 3, regardless of the total. This prevents a strong total from concealing a fatal gap — a candidate should not pass a lesson plan whose assessment does not measure its objective, however good the rest of it is.

A. Knowing the Learners and the Content — 24 points

1. Learning Context & Learner Analysis weight ×2 — 8 points max ♦ CRITICAL CRITERION

Plan section 1 — Learning Context

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Learners are described with specificity — demographics, strengths, cultural and linguistic assets, IEP/504/multilingual designations, and prior knowledge. Assets are named as capabilities the lesson can actually use, not as a courtesy sentence. Prior knowledge claims are supported by cited evidence (assessment data, observation, student work), and that evidence is visibly used in later planning decisions.	Learners are clearly described, including assets and needs. Prior knowledge is stated with at least one source of evidence, and some student data informs planning decisions.	Limited learner information. Assets are generic or absent, prior knowledge is asserted without evidence, and the connection to planning decisions is weak.	Learner characteristics are vague or incomplete, and nothing downstream in the plan depends on them.
Level (0–4): ____ × 2 = ____ / 8 0 = the element is absent from the plan. <i>Evidence and feedback:</i>			

2. Standards & Learning Goals weight ×1 — 4 points max ♦ CRITICAL CRITERION

Plan section 1 — Content Standard, ELD Standard

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Content and ELD standards are correctly cited with proficiency level(s). Both student friendly goals are measurable and phrased so a student could repeat and act on them. Standards, goals, instruction, and assessment	Standards and goals are aligned and mostly measurable. Student-friendly goals are present for both content and language.	Partial alignment. A goal is present but restates the standard, is not measurable, or the language goal is missing.	Standards and goals are unclear or misaligned with the lesson that follows.

2. Standards & Learning Goals weight ×1 — 4 points max ♦ CRITICAL CRITERION

Plan section 1 — Content Standard, ELD Standard

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
are fully aligned — the closing assessment measures the goal as written.			
Level (0-4): ____ × 1 = ____ / 4 0 = the element is absent from the plan. <i>Evidence and feedback:</i>			

3. Academic Language weight ×2 — 8 points max

Plan section 1 — Academic Language

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Tier 2 and Tier 3 terms are distinguished, the language function of the lesson is named, and supports (frames, models, glossaries) are specified. The plan states where each term is introduced, practiced, and assessed — and those three locations are visible in the instructional plan.	Academic language and supports are clearly identified, with at least a general indication of where they are taught and practiced.	Vocabulary is listed but the language demand of the tasks is not analyzed or supports are named without a place in the lesson.	Academic language considerations are absent or reduced to a word list.

Level (0-4): ____ × 2 = ____ / 8 0 = the element is absent from the plan.

Evidence and feedback:

4. Safe, Positive & Inclusive Learning Environment weight ×1 — 4 points max

Plan section 1 — Environment & Culture

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
The SEL/behavior objective has a student friendly goal and is structurally supported — the grouping, roles, or norms named are the mechanism by which the objective is met, not a separate add-on. Safety and inclusion considerations are specific to this lesson's materials, movement, and grouping.	Environment planning includes clear expectations, an SEL objective, and classroom structures that support learning. Safety considerations are present and relevant.	Some management structures are identified. The SEL objective is generic or disconnected from the lesson's activities, or safety considerations are boilerplate.	Learning environment planning is unclear or missing.

Level (0-4): ____ × 1 = ____ / 4 0 = the element is absent from the plan.

Evidence and feedback:

B. UDL Analysis — 28 points

5a. Barrier Identification weight ×3 — 12 points max ♦ CRITICAL CRITERION

Plan section 2 — barrier entries in all five components

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
A barrier is identified for all three principles in every component. Each names a specific feature of the plan — this handout, this grouping decision, these oral directions, this response mode — and is traceable to named learners or profile data. Barriers are distinct from one another; none restates a category of student.	Barriers are identified for all three principles in every component. Most name features of the design rather than characteristics of students, though some remain general.	Barriers appear in some components or for some principles only, or several describe categories of students ("ELL students," "students with IEPs") rather than features of the design. The same barrier is repeated across components.	Barriers are largely missing, or a single general barrier is restated throughout the plan.

Level (0-4): ____ × 3 = ____ / 12 0 = the element is absent from the plan.

Evidence and feedback:

5b. Support Design & Economy weight ×3 — 12 points max

Plan sections 2 and 3 — supports and UDL Summary

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Each support cites a CAST guideline and describes an action the candidate can actually take in the time available. Supports are deliberately reused across components, and the UDL Summary is complete, showing a defensible number of distinct supports (roughly three to six) with the barriers each answers. The plan reads as a few well-chosen decisions doing substantial work.	Supports are cited to CAST guidelines and are enactable, and the summary is complete. Some supports duplicate work another support already does and could be consolidated.	Supports are generic (“provide scaffolds,” “use visuals”), guideline citations are missing or decorative, or the summary lists a separate support for nearly every barrier — a volume of accommodations rather than a design.	Supports are missing, or are a list of accommodations with no connection to the barriers identified.

Level (0-4): ____ × 3 = ____ / 12 0 = the element is absent from the plan.

Evidence and feedback:

5c. Coverage, Placement & Tradeoffs weight ×1 — 4 points max

Plan section 2 — across all components

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
All three principles are substantively addressed, each placed where it does the most work, and the placement is defensible. Where two learners' needs genuinely conflict, the plan names the tension and justifies the tradeoff rather than pretending one support serves everyone.	All three principles are addressed with appropriate placement. Conflicts between learner needs are not surfaced.	One principle is thin, or a support is filed under the wrong network — an expression support recorded as engagement — suggesting the framework is being labeled rather than applied.	One or more principles are absent from the analysis.

Level (0-4): ____ × 1 = ____ / 4 0 = the element is absent from the plan.

Evidence and feedback:

C. Instructional Design — 28 points

6a. Anticipatory Set weight $\times 1$ — 4 points max

Plan section 2, component 1

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Communicates both learning goals in student friendly terms, activates relevant prior knowledge, and connects to interests or funds of knowledge named in the Learning Context. Behavioral expectations, materials, check for understanding, DOK level, and time frame are all specified.	Connects to prior knowledge, activates interest, and establishes purpose, with the required planning elements present.	A hook is present but generic — no stated connection to these particular learners — or one or more required elements (CFU, DOK, time frame, expectations) is missing.	Missing, or disconnected from the lesson's objective.
Level (0–4): ____ $\times 1$ = ____ / 4 0 = the element is absent from the plan. Evidence and feedback:			

6b. Explicit Instruction (I Do) weight $\times 2$ — 8 points max

Plan section 2, component 2

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Modeling and explanation are clear, scaffolded, and aligned to the objective. Key questions target the misconception identified in the Learning Context. The check for understanding names both what the teacher will look for and what they will do if students miss it. DOK is appropriate to a modeled procedure. The Student Engagement column describes what students actively do during the model.	Clear instruction and modeling aligned to the objective, with key questions, a check for understanding, DOK, and time frame present. The student column describes some active student behavior.	Some instructional clarity but scaffolds are thin, the check for understanding has no response plan, DOK is missing or inflated, or the student column describes students listening and watching.	Instruction is unclear or incomplete.
Level (0–4): ____ $\times 2$ = ____ / 8 0 = the element is absent from the plan. Evidence and feedback:			

6c. Guided Practice (We Do) weight ×2 — 8 points max*Plan section 2, component 3*

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Grouping is strategic and justified by learner data, and every student has a defined task or role. Teacher support is specified concretely — what they circulate for, what they prompt rather than tell — and the check for understanding is embedded during practice rather than after it, so errors are caught before they are repeated. DOK advances beyond the modeled phase.	Guided practice aligns to the objective and includes specified teacher support, grouping, a check for understanding, DOK, and time frame.	Limited scaffolding or interaction. Grouping is unexplained (“students work in groups”), or the only evidence of understanding comes from students who volunteer it.	Guided practice is missing or unclear.
Level (0–4): ____ × 2 = ____ / 8 0 = the element is absent from the plan. <i>Evidence and feedback:</i>			

6d. Independent Practice (You Do) weight ×2 — 8 points max*Plan section 2, component 4*

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
The task requires students to apply the skill without the model in front of them, and the supports that make that possible are designed in rather than improvised. Success criteria are available to students so they can self-check. DOK advances above the guided phase. The candidate collects evidence from every student, not only from those who finish early or ask for help.	Independent practice is appropriate and aligned to the objective, with materials, a check for understanding, DOK, and time frame specified	Practice is partially aligned, repeats the guided task, or “independent” means unsupported — no criteria, model, or reference available to students working alone.	Practice is unclear or not aligned to the objective.

Level (0-4): ____ × 2 = ____ / 8 0 = the element is absent from the plan.

Evidence and feedback:

D. Evidence of Learning — 16 points

7. Assessment & Checks for Understanding weight ×3 — 12 points max ♦ CRITICAL CRITERION

Plan section 2 — CFU in every component; Closure

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Formative checks appear in every component, each with a stated response plan. The final assessment aligns to the objective, has explicit success criteria, and produces academic, linguistic, and behavioral evidence. Response modes introduce no demands unrelated to the objective — the assessment measures what the lesson taught, not the ability to write about it. The plan states what will be done with the data before the next class.	Assessments align to the objective and monitor learning across the lesson, with success criteria and more than one kind of evidence.	Limited alignment or variety — a single end-of-lesson check, no success criteria, or a response mode that adds a language or writing demand unrelated to what is being assessed.	Assessments are missing or produce no usable evidence of whether the objective was met.

Level (0-4): ____ × 3 = ____ / 12 0 = the element is absent from the plan.

Evidence and feedback:

8. Closure & Future Learning weight ×1 — 4 points max

Plan section 2, component 5

Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Closure returns to the stated goal and produces evidence of attainment against the success criteria. Students do the cognitive work of consolidating — restating, summarizing, or reflecting — rather than listening to the teacher summarize. The bridge to the next lesson is	Closure checks understanding, summarizes the learning, and connects to future learning.	Closure provides limited evidence of learning, is teacher-delivered summary only, or the connection to future learning is generic.	Closure is missing or disconnected from the lesson.

specific, naming what changes rather than what continues.			
Level (0–4): ____ × 1 = ____ / 4 0 = the element is absent from the plan. <i>Evidence and feedback:</i>			

E. Coherence — 4 points

9. Plan Coherence & Usability weight ×1 — 4 points max <i>Whole plan — including the header time check</i>			
Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Component times total the stated time frame. Goals, instruction, checks for understanding, and the closing assessment form a single line, each element traceable to the goal. Another teacher could pick this up and teach it: materials, groupings, directions, and criteria are specified rather than implied.	Internally consistent and followable, with minor gaps a reader could fill.	Times do not total, or the plan assumes knowledge only the candidate has — materials or directions referenced but never specified.	Internally inconsistent, or the plan could not be taught from as written.
Level (0–4): ____ × 1 = ____ / 4 0 = the element is absent from the plan. <i>Evidence and feedback:</i>			

Scoring Summary

Criterion	Level	Points	Notes
1. Learning Context & Learner Analysis ♦	—	— / 8	
2. Standards & Learning Goals ♦	—	— / 4	
3. Academic Language	—	— / 8	
4. Safe, Positive & Inclusive Learning Environment	—	— / 4	

5a. Barrier Identification ♦	—	— / 12	
5b. Support Design & Economy	—	— / 12	
5c. Coverage, Placement & Tradeoffs	—	— / 4	
6a. Anticipatory Set	—	— / 4	
6b. Explicit Instruction (I Do)	—	— / 8	
6c. Guided Practice (We Do)	—	— / 8	
6d. Independent Practice (You Do)	—	— / 8	
7. Assessment & Checks for Understanding ♦	—	— / 12	
8. Closure & Future Learning	—	— / 4	
9. Plan Coherence & Usability	—	— / 4	
TOTAL		— / 100	♦ = critical criterion

Overall Rating

Score	Rating	What it means
90-100	Advanced	Ready to teach from. The barrier analysis is specific to these learners and the supports form a coherent design.
80-89	Proficient	Sound plan. Typically loses points on barrier specificity or on supports that could be consolidated.
65-79	Developing	The lesson is planned, but the UDL analysis is being labeled rather than applied. Revise and resubmit is usually the right call.
Below 65	Emerging	Substantial revision needed before the plan can be taught.



Teacher candidate completes; stores in binder and submits to university supervisor via the SOE assessment system bi-weekly

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? <i>Cite examples to show evidence of student learning.</i>

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?

Midterm and Final Assessment Evaluation Rubric

Cooperating Teacher and University Supervisor complete the Midterm and Final Assessment Evaluation Rubric in the SOE assessment system and review the results with the Teacher Candidate during the triad meetings.

Candidate Information

Teacher Candidate:	
Cooperating Teacher:	
University Supervisor:	
School:	
Grade Level/Subject:	
Semester/Year:	

Was this lesson co-taught? ☐ Yes ☐ No

Instructions

- 1) Review each Teacher Performance Expectation (TPE) element.
- 2) Determine for each TPE if the benchmark was met.
- 3) Provide comments/evidence as appropriate.
- 4) Determine if any intervention, such as an improvement plan is necessary

Note: Any score of *Not Met* or *Approaching* indicates the candidate *may* require an improvement plan and additional supports to remain on track for the preliminary credential.

Acronyms

TPE- Teacher Performance Expectation	SEL- Social Emotional Learning
UDL- Universal Design for Learning	MTSS- Multi-tiered System of Support
VAPA- Visual and Performing Arts	ELD- English Language Development
ELA- English Language Arts	

TPE 1: Engaging and Supporting All Students in Learning

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
1.1, 1.2, 1.3 – Knowledge of Students, Engagement, & Communication	Shows little or no evidence of knowing students' backgrounds, SEL needs, or cultural/linguistic assets. Rarely engages students in learning. Does not communicate expectations and progress with students and families.	Demonstrates partial knowledge of students and attempts engagement strategies inconsistently. Attempts to communicate expectations and progress with students and families.	Demonstrates accurate knowledge of students' backgrounds, SEL needs, and cultural/linguistic context. Connects instruction to real-life contexts. Communicates expectations and progress with students and families.	Consistently demonstrates deep knowledge of students, integrating SEL, culture, and experiences seamlessly to maximize engagement and equity. Effectively communicates expectations and progress with students and families.
1.4, 1.5 – Instructional Strategies & Supports (UDL/MTSS)	Rarely selects/adapts instructional strategies or supports. Does not demonstrate knowledge of UDL/MTSS.	Uses some strategies with minimal adaptation. Limited UDL/MTSS integration.	Selects and adapts appropriate instructional strategies, resources, and technologies with UDL/MTSS principles for diverse learners and critical thinking.	Consistently integrates a wide range of strategies/resources/technologies with UDL/MTSS to ensure equitable access for all while engaging students in critical thinking.
1.6, 1.7, 1.8 – Language Acquisition, Integrating VAPA, & Monitoring/Adjusting Instruction	Provides little or no support for ELD. Does not create opportunities to access curriculum through VAPA. Rarely adjusts instruction during teaching.	Attempts to support ELD and/or attempts to create opportunities to access curriculum through VAPA. Makes adjustments, but inconsistently or without clear connection to assessment.	Provides supportive environments for ELD. Creates opportunities to access curriculum through VAPA. Actively monitors student learning during instruction and makes real-time adjustments based on student needs and formative assessment evidence.	Consistently supports ELD while skillfully anticipating and responding to student needs. Skillfully creates opportunities to access curriculum through VAPA. Proactively adjusts instruction in real-time using multiple forms of assessment and student feedback to maximize learning outcomes.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
2.1, 2.2 – Classroom Climate & Equity	Does not create a positive or culturally responsive classroom climate. Rarely considers student SEL or equity.	Attempts to create a supportive and equitable classroom, but inconsistently or without clear structures.	Creates a positive classroom climate that supports SEL, equity, and culturally responsive practices. Monitors student interactions and adjusts supports to ensure inclusivity.	Consistently fosters a highly positive, equitable, and trauma-informed classroom climate where all students feel respected, valued, and supported. Anticipates and addresses barriers to equity.
2.3, 2.4 – Safe & Inclusive Environments	Fails to ensure physical, emotional, or cultural safety for students. Ignores issues of intolerance or bullying.	Provides a generally safe environment but inconsistently ensures inclusion or tolerance of others.	Maintains inclusive, safe, and respectful environments. Actively monitors student dynamics and ensures inclusion and tolerance of others.	Proactively establishes and sustains safe, inclusive environments, preventing exclusion and modeling respect. Effectively monitors student dynamics and ensures inclusion and tolerance of others.
2.5, 2.6 – Routines, Classroom Management, & Student Expectations	Does not establish clear routines or behavior expectations. Does not have high expectations for learning. Does not maintain positive classroom management.	Establishes some routines or expectations, but they are inconsistently enforced or unclear. High expectations for student learning are inconsistent.	Establishes and maintains clear, consistent routines and expectations that ensure positive classroom management. Holds high expectations for student learning.	Consistently implements highly effective routines and expectations that ensure positive and effective classroom management. Maintains high expectations for all students.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
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3.1, 3.2 – Subject Matter Knowledge & Pedagogical Practices	Demonstrates little or no subject matter knowledge. Does not use appropriate pedagogical practices.	Demonstrates partial subject knowledge or limited pedagogy, often relying on rote instruction.	Demonstrates accurate subject matter knowledge and applies discipline-specific pedagogy effectively. Provides explanations and modifications that promote student access to the curriculum.	Consistently demonstrates deep subject matter expertise, using multiple pedagogical approaches that foster critical thinking, connections, and problem-solving. Provides accommodations and modifications to promote student learning.
3.3, 3.4, 3.5 – Curriculum Organization, Collaboration, & Academic Language	Provides little or no organization of curriculum or cross-disciplinary learning sequences with little or no collaboration with other educators. Does not use UDL principles. Does not support English language and academic language development.	Attempts to organize curriculum and implement cross-disciplinary learning sequences with little collaboration with other educators. Inconsistently uses UDL principles. Attempts to support English language and academic language development.	In collaboration with other educators, organizes curriculum and implements cross-disciplinary learning sequences to promote student understanding. Intentionally teaches and monitors English language and academic language development.	In full collaboration with other educators, consistently organizes curriculum and effectively implements cross-disciplinary learning sequences that promote student understanding. Effectively teaches and monitors English and academic language development.
3.6, 3.7, 3.8 – Digital Literacy & Technology Integration	Rarely or never uses technology to support student learning. Ignores digital literacy or digital citizenship.	Uses technology inconsistently, with limited alignment to learning goals. Provides minimal opportunities for digital literacy or responsible technology use.	Effectively integrates technology to enhance learning. Promotes and monitors student digital literacy, multimodal learning, and responsible digital citizenship.	Consistently integrates advanced technology tools to enhance subject matter learning. Teaches and models strong digital literacy, digital citizenship, and critical use of digital resources across content areas.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
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4.1, 4.2 – Use of Student Data & Developmental Knowledge	Rarely or never uses student data or developmental knowledge in planning. Instruction is misaligned to student readiness levels.	Uses some student data or developmental knowledge, but inconsistently applies findings to planning.	Consistently uses student data and developmental knowledge to plan appropriate instruction that supports diverse learners.	Systematically analyzes multiple forms of data (formative, summative, diagnostic) and applies developmental knowledge to design highly responsive instruction tailored to individuals and groups.
4.3, 4.4, 4.5, 4.8 Instructional Design, Assessment-Informed Differentiation, Technology, & Time	Plans lessons without clear goals, or UDL principles, or alignment to standards. Does not use assessment data or technology. Instructional time is frequently lost (pacing).	Attempts instructional design for diverse learners (some UDL principles) but lacks coherence. Uses some assessment data and technology, but inconsistently. Inconsistently estimates allocations for instructional plan (pacing).	Designs coherent instruction for diverse learners (using UDL principles) aligned to standards. Uses assessment data to differentiate and integrates technology effectively. Manages instructional time to maximize learning (pacing).	Designs innovative, standards-based instruction that fully integrates assessment data, UDL principles, and technology. Efficient use of instructional time to maximize engagement and learning outcomes (pacing).
4.6, 4.7- Collaboration & Communication in Planning	Does not collaborate with colleagues or families when planning. Communication strategies are absent.	Collaborates minimally with colleagues or families. Inconsistently plans for communication with and among students.	Collaborates with colleagues, families, and specialists. Uses effective communication strategies to support planning and student participation in learning.	Proactively seeks input from colleagues, families, and specialists. Consistently uses a wide range of communication strategies that support planning and student participation in learning.

TPE 5: Assessing Student Learning

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
5.1, 5.2 – Use of Multiple Assessments	Uses few or no assessments aligned with standards or learning goals. Provides little evidence of understanding assessment purposes.	Uses some assessments, but they are inconsistently aligned or lack variety. Limited understanding of assessment purposes or data interpretation.	Uses multiple types of assessments (diagnostic, formative, summative) aligned to standards and learning goals. Demonstrates accurate understanding of	Consistently uses a wide range of assessments (diagnostic, formative, summative) to monitor student progress and adjust instruction. Demonstrates deep understanding of

			assessment purposes and uses.	assessment purposes and applies them effectively to support student learning.
5.3, 5.4, 5.5 – Monitoring, Feedback, and Using Data	Rarely monitors student progress and does not allow for student self-assessment and reflection. Provides little or no feedback. Does not use technology and/or assessment data to inform instruction. Does not share assessment information with students or families.	Monitors progress inconsistently including student self-assessment and reflection. Feedback is minimal, generic, or delayed. Uses some technology and/or some data, but rarely adjusts instruction based on findings. Attempts to share assessment information with students or families.	Regularly monitors student learning, including student self-assessment and reflection. Provides timely, specific, and actionable feedback. Uses technology as appropriate for assessment data and uses data systematically to inform instruction and differentiation. Shares assessment information with students and families.	Consistently monitors student progress in real time, including student self-assessment and reflection, providing feedback that is timely, detailed, and transformative. Uses technology as appropriate for assessment data and skillfully analyzes data and applies findings to adjust instruction and anticipate needs. Effectively shares assessment information with students and families.
5.6, 5.7, 5.8 – Interpreting Assessment Data to Support English Learners & Students with Educational Plans	Demonstrates little or no understanding of assessment data to distinguish English learning. Unable to use information from educational plans to meet student needs.	Shows partial or inconsistent understanding of assessment data to distinguish English learning. Attempts to use information from educational plans to meet student needs.	Demonstrates strong understanding of the purposes and uses of assessment data to distinguish English learning. Uses assessment data to plan instruction that meets educational plans and learning goals.	Consistently applies solid understanding of purposes and uses of assessment data to distinguish English learning. Effectively uses assessment data to plan instruction that meets educational plans and learning goals.

TPE 6: Developing as a Professional Educator

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
6.1, 6.2 – Reflection, Continuous Growth, & Dispositions	Does not reflect on practice or identify areas for growth. Does not exhibit positive dispositions toward students, families, and colleagues.	Reflects superficially or inconsistently; rarely applies insights. Inconsistently shows positive dispositions toward students, families, and colleagues.	Reflects using evidence of student learning and assessment data. Identifies growth needs and applies new strategies to improve instruction. Exhibits positive dispositions toward students, families, and colleagues.	Consistently engages in deep, data-informed reflection. Uses evidence of student learning and feedback to drive continuous improvement and innovation in practice. Consistently exhibits positive

				dispositions toward students, families, and colleagues.
6.3, 6.4 – Professional Learning & Communication	Fails to establish professional learning goals. Does not demonstrate professionalism or positive communication with peers, colleagues, and families.	Attempts to set professional learning goals. Inconsistently demonstrates professionalism or positive communication with peers, colleagues, and families.	Establishes professional learning goals. Demonstrates professionalism and positive communication with peers, colleagues, and families. Engages appropriately with the profession and community.	Establishes professional learning goals and makes progress to improve their practice. Consistently models the highest standards of professionalism when communicating with peers, colleagues, and families. Engages professionally with the profession and community.
6.5, 6.6, 6.7 – Professional Responsibility & Ethical Conduct	Does not take responsibility for student learning, health, and safety, or does not model integrity or ethical conduct.	Attempts to take responsibility for student learning, health, and safety. Inconsistently models integrity or ethical conduct.	Takes responsibility for student learning, health, and safety. Appropriately models integrity and ethical conduct.	Consistently takes responsibility for student learning, health, and safety. Models a high level of integrity and ethical conduct.

TPE 7: Effective Literacy Instruction

Element (with TPE references)	I – Not Yet Met	II – Approaching	III – Meets	IV – Exceeds
7.1, 7.2, 7.3, 7.4 – Planning & Implementing Literacy Instruction	Provides little or no evidence-based literacy instruction using the CA ELA/ELD Framework. Does not implement structured literacy, Dyslexia Guidelines, and/or UDL/MTSS.	Provides some evidence-based literacy instruction using the CA ELA/ELD Framework, but inconsistently or incompletely. Attempts to apply structural literacy, Dyslexia Guidelines, and/or UDL/MTSS with limited success.	Provides engaging evidence-based literacy instruction using the CA ELA/ELD Framework and asset-based and culturally affirming pedagogies. Applies structured literacy and Dyslexia Guidelines appropriately. Instruction is grounded in UDL and MTSS and incorporates trauma-informed strategies.	Consistently provides comprehensive, evidence-based literacy instruction using the CA ELA/ELD Framework that effectively uses asset-based and culturally affirming pedagogies. Fully integrates structured literacy, Dyslexia Guidelines, UDL, MTSS, and trauma-informed strategies.

7.5, 7.6, 7.7, 7.8 – Foundational Skills, Meaning-Making, Language Development, & Expression	Provides little or no foundational literacy instruction (phonemic awareness, phonics, decoding, fluency). Provides little or no support for oral/written language, comprehension, meaning-making, or expression.	Attempts to provide foundational literacy instruction (phonemic awareness, phonics, decoding, fluency). Provides some support for oral/written language, comprehension, meaning-making, and/or expression, but inconsistently.	Provides research-based literacy instruction that includes foundational skills, meaning-making, comprehension, oral/written language development, and effective expression. Engages students in discussions, writing, and tasks that build understanding, fluency, and communication.	Consistently provides comprehensive, research-based literacy instruction that includes foundational skills, meaning-making, comprehension, oral/written language development, and effective expression. Effectively engages students in discussions, writing, and tasks that foster advanced language development, comprehension, and expression.
7.9, 7.10, 7.11 – Integrating Literacy, Digital Literacy, Monitoring Progress & English Language Development (ELD)	Provides little or no disciplinary literacy instruction. Ignores multimodal/digital literacy and digital citizenship. Does not monitor progress with assessments. Provides little or no ELD instruction.	Attempts to teach content-area literacy and/or digital literacy, but inconsistently. Provides minimal opportunities for multimodal engagement or digital citizenship. Monitoring of progress is minimal. Attempts to provide ELD instruction.	Teaches disciplinary literacy across content areas. Integrates multimodal texts and digital tools. Promotes responsible digital literacy and citizenship. Uses formative/diagnostic assessments to monitor and adjust instruction. Provides integrated/designated ELD instruction.	Consistently integrates disciplinary, multimodal, and digital literacy across content areas. Explicitly models advanced digital literacy, critical consumption, and responsible citizenship. Uses ongoing assessment data to adapt instruction responsively for all learners. Effectively provides integrated/designated ELD instruction.

Overall Proficiency Summary (Totals by Domain)

TPE Domain	Meets Benchmark?
TPE 1: Engaging & Supporting Students	☐ Yes ☐ No
TPE 2: Effective Environments	☐ Yes ☐ No
TPE 3: Subject Matter	☐ Yes ☐ No
TPE 4: Planning Instruction	☐ Yes ☐ No
TPE 5: Assessing Learning	☐ Yes ☐ No
TPE 6: Professional Educator	☐ Yes ☐ No
TPE 7: Effective Literacy Instruction	☐ Yes ☐ No

Summary Comments & Next Steps

Supervisor and Cooperating Teacher Comments:

Is any intervention required?

☐ Yes

☐ No

CT/US Signature: _____ Date: _____



University supervisor and/or cooperating teacher completes competency rubric(s) with final assessment; teacher candidate stores in binder and submits to university supervisor via the SOE assessment system 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)

Multiple Subject - Science Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Teaching Methods</i>	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 ☐	
<i>Mathematical Concepts</i>	Integrates mathematical concepts and practices into science instruction, including the importance of accuracy, precision, estimation of data, and	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	literacy.					
<i>Literacy</i>	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 ☐	
<i>Technology</i>	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 ☐	
<i>Comments</i>						

Multiple Subject - History-Social Science Competency Rubrics

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Analytical Skills</i>	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 ☐	
<i>Multiple Perspectives</i>	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 ☐	

<i>Literacy</i>	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 ☐	
<i>Technology</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Content – PE</i>	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 ☐	
<i>Content – Health</i>	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.	☐	☐	☐	☐	
<i>Assessment</i>	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 ☐	
<i>Teaching Methods</i>	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 ☐	
<i>Creating and</i>	Provides a safe					

<i>Maintaining an Effective and Safe Environment</i>	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 ☐	
<i>Literacy</i>	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 ☐	
<i>Technology</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	Understands the responsibility for instruction in the four arts content areas, 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 ☐	
<i>Importance of the Discipline</i>	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	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	academic subjects, 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.					
<i>Content</i>	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 ☐	
<i>Assessment</i>	Assesses student learning in each art content area to promote student learning	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Teaching Methods</i>	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 ☐	
<i>Collaboration</i>	Collaborates where possible with single subject arts teachers	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	and/or community arts resources.	☐	☐	☐	☐	
<i>Literacy</i>	Facilitates the students' literacy development in the art form as well as in English.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Diversity</i>	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 the SOE assessment system 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

Business Education Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I
 ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Management</i>	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 ☐	
<i>Problem Solving</i>	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, procedures, and financial analysis.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Marketing</i>	Prepares students to apply key marketing principles and concepts including but not	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	limited to customer service, selling, promotion, and distribution in both domestic and international markets.	☐	☐	☐	☐	
<i>Technology for Business</i>	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 ☐	
<i>Economic Principles</i>	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 ☐	
<i>Career Development</i>	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 ☐	
<i>Communication</i>	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 ☐	
<i>Reading</i>	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 ☐	
<i>Writing</i>	Teaches students to write argumentative and expository text in the content areas.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Technology in the Classroom</i>	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 ☐	
<i>Assessment</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Language Proficiency</i>	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 ☐	
<i>Proficiency Oriented Program</i>	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.					
<i>Reading</i>	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 ☐	
<i>Writing</i>	Teaches students to write argumentative and expository text in the target language.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Basic Linguistics</i>	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 ☐	
<i>Cultural Understanding</i>	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 ☐	
<i>Lesson Planning</i>	Plans and delivers challenging lessons;	Little to no competency	Beginning competency	Average competency	Excellent competency	

<i>and Assessment</i>	assesses students using a variety of assessment tools aligned with current methodology in second-language acquisition.	☐	☐	☐	☐	
<i>Critical Thinking</i>	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 ☐	
<i>Technology</i>	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 ☐	

Health Science Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Coordinated School Health Program</i>	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 ☐	
<i>Critical Thinking</i>	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 ☐	
<i>Individual and</i>	Recognizes differences in individual	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Cultural Differentiation</i>	development, culture, and family life.	☐	☐	☐	☐	
<i>Community Specific Education</i>	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 ☐	
<i>Research</i>	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 ☐	
<i>Collaboration</i>	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 ☐	
<i>Analytical Skills</i>	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 ☐	
<i>Lifestyle Choices</i>	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 ☐	
<i>Risk Assessment and Prevention</i>	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 ☐	
<i>Advocacy</i>	Demonstrates effective communication and	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	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.	☐	☐	☐	☐	
<i>Communication</i>	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 ☐	
<i>Reading</i>	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 ☐	
<i>Writing</i>	Teaches students to write argumentative and expository text in the content area.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Speaking Skills</i>	Teaches speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Technology</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Career Pathways</i>	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 ☐	
<i>Teaching Strategies</i>	Employs FCCLA(Family Career and Community Leaders of America) as a teaching strategy for developing interpersonal, leadership, citizenship,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	and career skills					
<i>CFS Content</i>	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 ☐	
<i>Technology</i>	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 ☐	
<i>HERO Program</i>	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 ☐	
<i>Student Work</i>	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 ☐	
<i>Problem Solving</i>	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 ☐	

<i>Reading</i>	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 ☐	
<i>Writing</i>	Teaches students to write argumentative and expository text in the content area	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Planning and Assessment</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Assessing</i>	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 ☐	
<i>Providing Instruction</i>	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 ☐	
<i>Differentiating</i>	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 ☐	
<i>Understanding Texts (Reading)</i>	Teaches the skills for teaching complex literary and informational texts, interpreting meaning, analyzing text structure, and evaluating perspective	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Writing Instruction</i>	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 ☐	
<i>Citing Text</i>	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 ☐	
<i>Technology</i>	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 ☐	
<i>Vocabulary / English Conventions</i>	Teaches vocabulary acquisition and use along with English Language conventions	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Listening and Speaking</i>	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

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Effective Teaching Strategies</i>	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 ☐	
<i>Computation, Concepts and Symbols</i>	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 ☐	
<i>Connections</i>	Helps students understand different mathematical topics and make connections among them	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Problem Solving</i>	Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Arguments and Claims</i>	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 ☐	
<i>Media and Technology</i>	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 ☐	
<i>Environment</i>	Provides a secure environment for taking intellectual risks and approaching problems in multiple ways	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Multiple Approaches</i>	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 ☐	
<i>Attitude</i>	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 ☐	
<i>Logical system</i>	Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Assessment</i>	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 ☐	
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Music Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Aural Skills</i>	Models highly developed aural musicianship and aural analysis skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Theory and Analysis</i>	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 ☐	
<i>Reading and Working with Music</i>	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 ☐	
<i>Vocal or Instrumental</i>	Models expressive and skillful performance by voice or on a primary	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Performance</i>	instrument	☐	☐	☐	☐	
<i>Keyboard Skills</i>	Proficient in keyboard skills	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Conducting Techniques</i>	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 ☐	
<i>Western and Non-Western Works</i>	Uses wide knowledge of Western and non-Western works in instruction	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Roles and Contributions of Musicians</i>	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 ☐	
<i>Instruction</i>	Instructs students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Variety and Developmental States</i>	Uses a variety of instrumental, choral and ensemble rehearsal techniques and employs an understanding of developmental stages of learning in relation to music instruction	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Response, Analysis, and Criticism</i>	Enables students to understand aesthetic valuing in music and teaches them to	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	respond to, analyze, and critique performances and works of music, including their own					
<i>Working with Text</i>	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 ☐	
<i>Writing</i>	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 ☐	
<i>Connections and Relationships</i>	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 ☐	
<i>Opportunities</i>	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 ☐	
<i>Variety of Approaches</i>	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 ☐	

<i>Repertoire and Literature</i>	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 ☐	
<i>Sequencing, Planning, and Assessing</i>	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 ☐	
<i>Technology</i>	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 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 ☐	

Physical Education Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I
 ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
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					
<i>Assessment and Feedback</i>	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 ☐	
<i>Environment for Learning</i>	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 ☐	
<i>Reading in the Content Area</i>	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 ☐	
<i>Writing in the Content Area</i>	Teaches students to write argumentative and expository text in physical education, and they understand how to teach speaking	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education					
<i>Technology</i>	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 ☐	
<i>Instructional Design</i>	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 ☐	
<i>Curriculum Accessibility and Variety</i>	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 ☐	
<i>Curriculum Differentiation</i>	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					
<i>Cultural and Ethnic Sensitivity</i>	Demonstrates sensitivity to students' cultural and ethnic backgrounds and creates a safe learning environment	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Equipment and Facilities</i>	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

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I
 ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Teaching Strategies</i>	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 ☐	
<i>Balanced Instruction</i>	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 ☐	
<i>Science Concepts</i>	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 ☐	
<i>Science Connections</i>	Emphasizes the nature of science, the integration of engineering design, and the connections between society, technology and the	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	environment					
<i>Mathematical Concepts / Technology</i>	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 ☐	
<i>Science Careers</i>	Encourages students to pursue science interests, especially students from groups underrepresented in science careers	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Ethical Treatment of Animals</i>	Teaches students to provide ethical care when live animals are present in the classroom	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Cultural and Ethnic Sensitivity</i>	Demonstrates sensitivity to students' cultural and ethnic backgrounds in designing science instruction	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Evidence and Argument</i>	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 ☐	
<i>Literacy Instruction</i>	Structures and sequences science instruction that supports students in reading increasingly complex texts	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Investigations / Experiments</i>	Guides, monitors and encourages students during investigations and experiments, teaching them multiple ways to record scientific data,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	including the use of mathematical symbols. Establishes safe practices and procedures for safe use and care of equipment and materials					
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Social Science Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Analytical Thinking</i>	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 ☐	
<i>Understanding of the World / Democratic Process</i>	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 ☐	
<i>Understanding the Past</i>	Teaches students about the past	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Economic and Financial</i>	Helps students understand advanced economic principles	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Principles</i>	and personal financial literacy	☐	☐	☐	☐	
<i>Use of Evidence</i>	Improves students' ability to make reasoned decisions based on evidence	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Disciplinary Significance</i>	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 ☐	
<i>Timelines and Maps</i>	Uses timelines and maps to reinforce students' sense of temporal and spatial scale	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Themes</i>	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 ☐	
<i>Multi-modal Teaching</i>	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 ☐	
<i>Reading in the Discipline</i>	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations in diverse formats	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Writing in the Discipline</i>	Teaches students to write argumentative and expository text in the content area	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Connections</i>	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 ☐	
<i>Cultural Perspectives</i>	Teaches students how cultural perspectives inform and influence understandings of history	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Primary and Secondary Documents</i>	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 ☐	
<i>Bias and Subjectivity</i>	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 ☐	
<i>Classroom Environments / Discussion</i>	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 ☐	
<i>Multiple Viewpoints</i>	Designs activities to illustrate multiple viewpoints on issues	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Technology</i>	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 ☐	
<i>Critical Thinking</i>	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 ☐	

Art Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Standards</i>	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 ☐	
<i>Instructional Design</i>	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 ☐	
<i>Skills / Creativity</i>	Supports students' development in creative processes, artistic skills and techniques.	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Expression / Communication</i>	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 ☐	
<i>Problem Solving</i>	Models and encourages student creativity, flexibility, and	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	persistence in solving artistic problems given to them and of their own making.	☐	☐	☐	☐	
<i>Environment</i>	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 ☐	
<i>Instructional Delivery</i>	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 ☐	
<i>Problem Solving Skills</i>	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 ☐	
<i>Equipment and Materials</i>	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 ☐	
<i>Historical Contributions</i>	Understands and teaches students about the historical contributions and cultural dimensions of	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	art, providing insights into the role and development of the visual arts in past and present cultures.					
<i>Economic Contributions</i>	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 ☐	
<i>Analysis and Critique</i>	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 ☐	
<i>Evaluation Skills</i>	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 ☐	
<i>Cultural Diversity</i>	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 ☐	
<i>Reading Texts</i>	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 ☐	

<i>Writing</i>	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 ☐	
<i>Technology / Media</i>	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 ☐	
<i>Connections</i>	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 ☐	
<i>Opportunities</i>	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 the SOE assessment system 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 to Moderate Support Needs
- Extensive Support Needs
- Dual Credential Mild to Moderate Support Needs and Extensive Support Needs Competency Assessment

Mild to Moderate Support Needs Education Specialist Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Communication</i>	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 ☐	
<i>Assistive Technology</i>	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 ☐	
<i>Human Development</i>	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					
<i>Disabilities and Risk Conditions</i>	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 ☐	
<i>Intervention and Instruction</i>	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 ☐	
<i>Responsive Pedagogy</i>	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 ☐	
<i>High-Leverage Practices</i>	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	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	educational environments (e.g. inclusive settings, co-taught settings, special day class, resource, etc.)					
<i>Creating Healthy Learning Environments</i>	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 ☐	
<i>Positive Behavior Intervention Strategies</i>	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 ☐	
<i>Implications of Characteristics of Students with Mild / Moderate Disabilities</i>	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 ☐	
<i>Assessment and Evaluation of Students with</i>	Utilize non-biased standardized and non-standardized techniques,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

<i>Mild / Moderate Disabilities</i>	instruments and processes that are 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					
<i>Planning and Implementing Curriculum and Instruction</i>	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 ☐	
<i>Behavior Support Systems</i>	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 ☐	
<i>Case Management Practices</i>	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 ☐	

Extensive Support Needs Education Specialist Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Professional Standards</i>	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 ☐	
<i>Collaboration, Communication, and Consultation</i>	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.)					
<i>Utilizing a Continuum of Services</i>	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 ☐	
<i>Transition</i>	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 ☐	
<i>Assistive and Augmentative Technology</i>	Employ assistive technology (including augmentative and alternative communication technology), using low and high equipment and materials to facilitate communication,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	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					
<i>IFSP / IEP / ITP</i>	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 ☐	
<i>Collaborative and Co-Teach</i>	Collaborate, co-teach, and consult with specialists, paraprofessionals and parents to work in instructional teams, enhancing curriculum and instruction of students with disabilities and	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	providing the appropriate, safe, and consistent support across all settings					
<i>Creating Healthy Learning Environments</i>	Utilize universal precautions designed to protect the health and safety of the candidates themselves	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Utilizing Resources</i>	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 ☐	
<i>Communication</i>	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 ☐	
<i>Behavior Support Systems</i>	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 ☐	
<i>Case Management</i>	Use case management practices and strategies	Little to no competency	Beginning competency	Average competency	Excellent competency	

<i>Practices</i>	for students with moderate/severe disabilities and for those referred for special education services	☐	☐	☐	☐	
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Education Specialist - Dual Credential Mild to Moderate Support Needs and Extensive Support Needs Competency Assessment

Teacher Candidate: _____

University Supervisor: _____

Date: _____

☐ Clinical Practice Phase I ☐ Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed</i>
<i>Communication</i>	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 ☐	
<i>Collaboration, Communication, and Consultation</i>	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	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	members regarding typical developmental expectations as well as the impact of the disability on developmental progress.)					
<i>Assistive Technology</i>	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 ☐	
<i>Human Development</i>	Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	developmental stages and their implications for learning					
<i>Transition</i>	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 ☐	
<i>Disabilities and Risk Conditions</i>	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 ☐	
<i>Intervention and Instruction</i>	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 ☐	

<i>Responsive Pedagogy</i>	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 ☐	
<i>High-Leverage Practices</i>	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 ☐	
<i>Creating Healthy Learning Environments</i>	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 ☐	
<i>Positive Behavior Intervention Strategies</i>	Utilize intervention strategies that demonstrate an understanding of how decisions and common behaviors of children and adolescents enhance or	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	compromise their health and safety (e.g. alternative seating, grouping, etc.)					
<i>Behavior Support Systems</i>	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 ☐	
<i>Implications of Characteristics of Students with Mild / Moderate Disabilities</i>	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 ☐	
<i>Assessment and Evaluation of Students with Mild / Moderate Disabilities</i>	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	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	developmental, 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.					
<i>Planning and Implementing Curriculum and Instruction</i>	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 ☐	
<i>Collaborate and Co-Teach</i>	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 ☐	
<i>Behavior Support Systems</i>	Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and, when necessary, participate in manifestation	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	determination hearings					
<i>Case Management Practices</i>	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 ☐	
<i>IFSP / IEP / ITP</i>	<i>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.</i>	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	
<i>Utilizing a Continuum of Services</i>	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,	Little to no competency ☐	Beginning competency ☐	Average competency ☐	Excellent competency ☐	

	movement, mobility and specialized health care services.					
<i>Professional Standards</i>	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 ☐	

Formative Assessment Summary

University supervisor completes; teacher candidate stores in binder and submits to the university supervisor via the SOE assessment system 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
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Standard	Strengths/Evidence	Focus Area/Next Steps
Engaging and Supporting All Students in Learning (TPE 1)		
Creating and 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 and 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

<i>Indicator</i>	<i>1-4</i>	<i>Behavioral Evidence to Look For:</i>
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		• 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

equip, to transform and to empower every student to fulfill her or his full potential.		personal and professional growth • 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

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 and 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

F = Frequently

S = Seldom

N = Never

R = if Requested

<i>Productive Practice</i>	<i>Rating</i>				
	<i>C</i>	<i>F</i>	<i>S</i>	<i>N</i>	<i>R</i>
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. _____

2. _____

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 and 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

F = Frequently

S = Seldom

N = Never

R = if Requested

<i>Productive Practice</i>	<i>Rating</i>				
	<i>C</i>	<i>F</i>	<i>S</i>	<i>N</i>	<i>R</i>
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 and 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. _____

CP Professional Growth Action Plan

Initiated by the university supervisor or cooperating teacher when needed

The following action plan is for _____ and will begin on _____. This plan reflects a shared commitment to support the Teacher Candidate's professional growth by identifying strengths, targeting areas for growth, documenting supports, and developing actionable goals. The plan will be reviewed by the University Supervisor, Cooperating Teacher, and Teacher Candidate to monitor progress toward the identified goals.

If sufficient progress toward the identified goals is not demonstrated, the plan may be revised, and the Clinical Practice assignment may be modified or discontinued based upon the University Supervisor's and/or Program Director's recommendation.

<i>Professional Strengths and Assets (Strengths to Leverage):</i>
•
<i>Targeted Areas of Growth:</i>
•
<i>Goals and Actions Steps:</i>
•
<i>Observable Indicators:</i>
•
Progress Monitoring Notes with Dates
•
<i>Review Dates:</i>
•

Signatures

Teacher Candidate:	Placement Coordinator:	Program Director:
Date:	Date:	Date:
Program Director:		
Date:		