

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

Please download the needed rubric from the PLNU Clinical Practice website at [www.plnusoe.com](http://www.plnusoe.com).

## ***Home Economics Competency Assessment***

Teacher Candidate:

University Supervisor/CT:

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/Comments</i>
<b>1. Standards</b>	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  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	Initial:      Date:
<b>2. Career Pathways</b>	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	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	

	principles for students.					Initial:      Date:
<b>3. Teaching Strategies</b>	Employs Future Homemakers of America-Home Economics Related Occupations (FHA- HERO) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<b>4. CFS Content</b>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>5. 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>6. 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>7. Student Work</i>	Plans and supervises student work including group assignments, laboratory work, and on-the-job training.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>8. 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial:      Date:
<i>9. 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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>10. Writing</i>	Teaches students to write argumentative and expository text in the content area.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial: _____ Date: _____
<b>11. Planning &amp; Assessment</b>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____

**This Teacher Candidate has completed all competencies for Home Economics.**

University Supervisor or  Mentor teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_