

Clinical Summative Assessment

Metadata

Form_ID

Form_AccessCode

SchoolYear

SchoolYearSemester

Subject_Person_ID

Course_Number

Assignment_ID

CourseStudentInstance_ID

Recipient_Email

Introduction

Student

Date

Teacher

School

Grades and Ages

- ☐ 3 year olds
☐ 4 year olds
☐ 5 year olds

☐ Kindergarten

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6

☐ 7

- ☐ 8
☐ 9
☐ 10
☐ 11
☐ 12

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP

Percent

Please indicate the number of Multi-lingual/ELL students in your classroom. If none, enter "0."

Multi-lingual/ELL

Percent

Directions

- The statements below are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the State of Minnesota. [MN Standards of Effective Practice for Teachers](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed. Use the following:

1	2	3	4
Minimal	Basic	Proficient	Distinguished

Minimal

Demonstrates little understanding or effort.

Basic

Demonstrates partial understanding and effort.

Proficient

Demonstrates solid understanding and consistent effort.

Distinguished

Demonstrates in-depth understanding and exceptional effort.

The MLC student-

Standard 2: Learning Environments

1. fosters an environment that ensures student identities such as race /ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.2E

Comments

Standard 3: Assessment

3. regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.3F

Comments

4. uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.3H

Comments

Standard 4: Planning for instruction

5. understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4A

Comments

6. creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4C

Comments

7. designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4D

Comments

8. plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4E

Comments

9. creates opportunities for students to learn, practice, and use language of the content area.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4G

Comments

Standard 5: Learning Environment

10. collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5A

Comments

11. develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5C

Comments

12. uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5D

Comments

13. provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5E

Comments

14. asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5F

Comments

15. engages all students in developing higher-order questioning skills and metacognitive processes.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5G

Comments

16. varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5I

Comments

17. uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5J

Comments

18. employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5K

Comments

Standard 6: Professional Responsibilities

19. understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6A

Comments

20. understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6C

Comments

21. actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6J

Comments

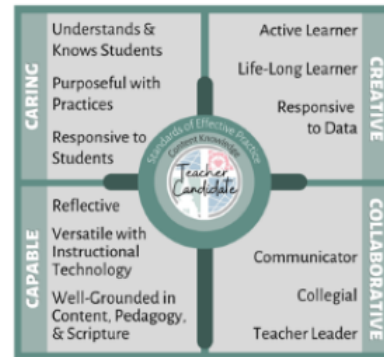
Teacher Candidate Dispositions

Caring: Shows genuine concern for the well-being and growth of each student. A caring teacher fosters a safe, inclusive, and supportive environment where all learners feel respected, valued, and empowered.

Creative: Brings innovation and imagination into teaching. A creative teacher designs engaging, flexible learning experiences that stimulate curiosity, critical thinking, and problem-solving among students.

Capable: Demonstrates strong instructional skills, classroom management, and subject knowledge. A capable teacher effectively plans lessons, adapts to challenges, and ensures students meet learning goals with confidence and competence.

Collaborative: Works well with others to support student success. A collaborative teacher builds strong partnerships with colleagues, families, and students, is open to feedback and suggestions, is communicative, and contributes to a positive school culture.



**CONCEPTUAL FRAMEWORK
OF EDUCATIONAL INSTRUCTION**
at Martin Luther College

Caring

1. Shows genuine concern for the well-being and growth of each student.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Fosters a safe, inclusive, and supportive environment.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Respects, values, and empowers all learners.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Creative

1. Designs engaging, student-centered lessons

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Connects learning to real-world experiences

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Adapts instruction for diverse learners

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Provides varied ways for students to demonstrate learning

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Capable

1. Demonstrates strong instructional skills

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Demonstrates strong classroom management

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Demonstrates strong subject knowledge

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Adapts to challenges

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

5. Punctual

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Collaborative

1. Builds strong rapport with cooperating teacher

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Builds strong rapport with students

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Communicative

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Open to feedback and suggestions

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

5. Contributes to positive school culture

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

General

Has the candidate missed any scheduled days?

☐ Yes ☐ No

If so, did you receive the email notification?

☐ Yes ☐ No ☐ Not applicable

Have you read the candidate's reflection journal entries?

☐ Yes ☐ No

How many detailed lesson plans did the candidate write?

Narrative Evaluation

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.