**Standard 1: Learner Development**

1(a) Assessment and scaffolding by developmental levels  
1(b) Developmentally appropriate instruction  
1(c) Collaboration to promote learner growth and development  
1(d) Knowledge of individual development and identity  
1(e) Knowledge of individuals, groups, and institutions

**Standard 2: Learning Differences**

2(a) Instruction addresses diverse learning strengths and needs  
2(b) Provisions for particular learning differences or needs  
2(c) Instruction builds on learners’ prior knowledge and experiences  
2(d) Multiple perspectives applied toward content  
2(e) Incorporation of tools of language development  
2(f) Use of resources, supports, and specialized assistance/services  
2(g) Knowledge of culture and cultural diversity

**Standard 3: Learning Environment**

3(a) Safe, positive learning climate  
3(b) Collaborative, self-directed learning  
3(c) Shared values and expectations for respectful interactions  
3(d) Manages the learning environment  
3(e) Learners evaluate the learning environment  
3(f) Respect for and responsiveness to differing perspectives  
3(g) Responsible learner use of interactive technologies

**Standard 4: Content Knowledge**

4(a) Multiple representations and explanations  
4(b) Learners understand, question, and analyze ideas  
4(c) Use of inquiry and standards of evidence used in the discipline  
4(d) Linking new ideas to prior knowledge and familiar concepts  
4(e) Misconceptions and accurate conceptual understanding  
4(f) Evaluating and modifying instructional resources  
4(g) Use of supplementary resources and technologies  
4(h) Creating opportunities to learn academic language  
4(i) Use of resources for assessment of content  
4(j) Knowledge of time, continuity, and change  
4(k) Knowledge of people, places, and environment  
4(l) Knowledge of power, authority, and governance  
4(m) Knowledge of goods/services  
4(n) Knowledge of science, technology, and society

**Standard 4: Content Knowledge (Cont’d.)**

4(o) Knowledge of global connections and interdependence  
4(p) Knowledge of civic ideals and practices

**Standard 5: Application of Content**

5(a) Projects to analyze the complex issues or questions  
5(b) Applying content knowledge to real world problems  
5(c) Use of current tools and resources  
5(d) Fostering innovation and problem solving  
5(e) Learners use variety of forms of communication  
5(f) Learners generate and evaluate new ideas and approaches  
5(g) Learners develop diverse social and cultural perspectives  
5(h) Supports for learner literacy development

**Standard 6: Assessment**

6(a) Use of formative and summative assessment  
6(b) Assessments match learning objectives  
6(c) Examination of test and performance data  
6(d) Learners are provided with effective descriptive feedback  
6(e) Multiple ways of demonstrating knowledge and skill  
6(f) Use of multiple types of assessment data  
6(g) Learner preparation for particular assessment formats  
6(h) Employment of technology to support assessment

**Standard 7: Planning for Instruction**

7(a) Plans are appropriate for goals and standards  
7(b) Plans differentiate instruction  
7(c) Appropriate sequencing of learning experiences  
7(d) Plans based on formative and summative assessment data  
7(e) Collaboration with professionals for special needs  
7(f) The teacher evaluates and adjusts plans

**Standard 8: Instructional Strategies**

8(a) Appropriate strategies and resources to adapt instruction  
8(b) Monitoring learning and adjusting instruction  
8(c) Collaboration with learners to develop learning experiences  
8(d) Variation of instructional role  
8(e) Use of multiple models and representations  
8(f) Higher order thinking and metacognitive processes  
8(g) Learners use a range of skills and technology  
8(h) Instructional strategies to support learners’ communication  
8(i) Questioning to stimulate discussion
### UMBC Clinical Practice Performance Assessment

#### Additional Standards for Evaluation

<table>
<thead>
<tr>
<th>Standard 9: Professional Learning and Ethical Practice</th>
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<tbody>
<tr>
<td>9(a) Engagement in ongoing learning opportunities.</td>
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<td>9(b) Engagement in meaningful, appropriate learning experiences.</td>
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<td>9(c) Use of a variety of data to evaluate teaching and learning.</td>
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<td>9(d) Seeking professional, community, and technological resources.</td>
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<td>9(e) Reflection on personal biases.</td>
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<td>9(f) Teaching safe, legal, respectful, and ethical use of technology</td>
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<th>Standard 10: Leadership and Collaboration</th>
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<tr>
<td>10(a) Taking an active role on the instructional team.</td>
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<td>10(b) Collaborating to jointly facilitate learning.</td>
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<td>10(c) Collaborating for a shared vision and supportive culture.</td>
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<td>10(d) Collaborating with learners and families.</td>
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<td>10(e) Building ongoing connections with community resources.</td>
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<td>10(f) Engaging in professional learning.</td>
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<td>10(g) Using technology to build learning communities</td>
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<td>10(h) Using meaningful research.</td>
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<td>10(i) Modeling effective practice for colleagues.</td>
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<td>10(j) Advocating to meet the needs of learners.</td>
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<tr>
<td>10(k) Taking on leadership roles.</td>
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