CLINICAL COMPETENCY INVENTORY – KEAN COE CCI V3.4

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2013 InTASC standards and the 610s and 612s for New Hampshire. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, "Provides evidence of." It is expected that the candidate will bring evidence of these competencies to a conference. It is the teacher candidate's responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The form is to be used as a summative assessment at the completion of clinical practice, during the last observation. It is used in conjunction with the Observation & Conference Report (OCR), a more qualitative observational form, which is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical practice. The form should be introduced at the beginning of the clinical practice to guide the development of the teacher candidate and to provide feedback on the candidate's strengths and areas of improvement.

The procedure for using the CCI is as follows:

1) At the first visit, the supervisor will review the OCR and the CCI with the cooperating teacher and intern.

2) At mid-term, the supervisor and cooperating teacher fill in the CCI independently. They will discuss what behaviors they observed, discuss each of the 11 standards and specify areas of strength and areas that need improvement.

3) The supervisor will hold a mid-point conference with the teacher candidate to go over the CCI. The cooperating teacher will join this conference to discuss mid-point assessment, when possible.

4) At the completion of the field placement, the supervisor and cooperating teacher fill in the CCI independently and enter the final assessment.

5) At the completion of the clinical practice, the teaching candidate will do a self-assessment and fill in the CCI.

Rating of the Form

The following rubric rating scale will be used to score each candidate with a required benchmark of 3.0 on the final for a candidate to be recommended for certification.

1: Emergent (Exhibits Difficulty) – Demonstrates few of the skills and behaviors required for competencies outlined in Advanced Proficient for a specific indicator on the CCI.

The teacher candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Demonstrates some of the skills and behaviors and/or evidence required for the competencies outlined in Advanced Proficient for a specific indicator on the CCI.

The teacher candidate continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently demonstrates most of the skills and behaviors and/or evidence required for the competencies outlined in Advanced Proficient for a specific indicator on the CCI.

The teacher candidate shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

4: Advanced Proficient (Exemplary Practice) – Consistently demonstrates all the skills and behaviors and/or evidence required for each competency outlined in Advanced Proficient for a specific indicator on the CCI.

The teacher candidate shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Not Observed –This is only to be used on the first/midterm CCI. If you did not observe a specific indicator in the classroom, ***please obtain additional evidence from the clinical intern demonstrating competency in that area.*** If you have a question or reservation about an indicator, please insert a comment explaining your concerns.

Please note the 'Not Observed' indicator is ONLY used at the first/midterm CCI. The evaluator should indicate on the form which indicators were observed for the lesson and should write additional comments in the space provided. By the final observation, an evaluation level must be entered for each criteria and 'Not Observed' cannot be used. The teacher candidate can offer other evidence to show competency in categories that were not directly observed in their setting.

In order to pass clinical practice and be recommended for certification, a teacher candidate must score a 3.0 or higher on the CCI on the final observation during their second semester of student teaching. The purpose of the CCI is to pinpoint areas for improvement before the Final CCI.

When all indicators are scored on the CCI Final, a teacher candidate needs at least a 3.0 average to be recommended for certification.

Standard 1: Learner Development					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.	The clinical intern's lessons: Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy). Contain objectives that are not written correctly. Are not cognitively challenging. Are not aligned to standards	The clinical intern's lessons: Contain some objectives and activities that are at the appropriate develop- mental level for all learners (some are too hard or too easy). Contain objectives that are not written. Show some effort to differentiate instruction but needs improvement. Are loosely aligned to standards.	The clinical intern's lessons: Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard nor too easy). Address individual develop-mental differences in the instructional activities by differentiating instruction; Take into account learners' background knowledge, and builds on their personal, cultural, family and community as- sets, strengths and needs. Are cognitively challenging for all learners. Are aligned to standards.	The clinical intern's lessons: Contain objectives and activities that are at the appropriate developmental level for individual and groups of learners (neither too hard nor too easy). Accommodates individual developmental differences in the instructional activities by differentiating instruction. Take into account each learner's background knowledge, and builds on their personal, cultural, family and community assets, strengths and needs. Are cognitively challenging for all learners. Are directly aligned to standards.	This is only to be used on the midterm CCI. If you did not observe a specific indicator in the classroom, please obtain additional evidence from the clinical intern demonstrating competency in that area. If you have a question or reservation about an indicator, please insert a comment ex- plaining your concerns.

1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	The clinical intern inter- acts with learners in a manner that: Does not show sensitivity to cultural and academic differences of students. Does not show awareness of verbal and nonverbal messages being sent to students in the learning environment.	The clinical intern interacts with learners in a manner that: Uses academic conversation at times. Respects cultural differences of most learners. Tries to establish a supportive environment through verbal and non- verbal interactions but needs some feedback.	The clinical intern interacts with learners in a manner that: Encourages academic con- versation and differentiates for linguistic and developmental differences in language development. Honors emotional, physical, social, and cultural differences of all learners. Respects all learners in the learning environment through verbal and nonverbal interactions.	The clinical intern inter- acts with learners in a manner that: Acknowledges developmental and cognitive differences of all learners in the learning environment through implementation of supportive discourse and accommodations. Encourages intentional academic conversation and differentiates for linguistic and develop- mental differences in language development. Honors the emotional, physical, social, and cultural differences of all learners. Respects all learners in the learning environment through verbal and nonverbal interactions.	If not observed, please briefly explain in the Comments.
Standard 2: Learning Differences					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment where individual needs and differences are respected and met.	The clinical intern's lessons: Uses strategies that are not differentiating instruction at all. Are providing the same strategies for all students and not taking into account learning differences.	The clinical intern's lessons: Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions. Try to support a learning environment that allows all students to succeed but needs to include more individualized accommodations for learners.	The clinical intern's lessons include: Many activities that differentiate the delivery of instruction based on needs of learners. Assessments that accommodate the needs of all learners. Strategies that support a learning environment that allow all students to succeed.	The clinical intern's lessons include: Developmentally appropriate activities that accommodate individual differences of learners and allow them to succeed. Strategies that differentiate the delivery of instruction based on prior knowledge and experiences of all learners. Assessments that are differentiated to al- low each learner to demonstrate their understanding of content	If not observed, please briefly explain in the Comments.
2.2 The clinical intern reflects upon their own personal biases and as a result thoughtfully includes diverse cultures, communities, and perspectives into the lesson.	The clinical intern engages in activities that: Are not sensitive to the diversity of students, families or the surrounding community. Are devoid of any multicultural con- tent or perspective.	The clinical intern engages in activities that: Focuses on holidays and peripheral content related to students' cultural backgrounds. Incorporate students' cultural heritage.	The clinical intern reflects on their own personal biases and engages in meaningful lessons that: Reflect the diversity of students, their families, and their communities. Incorporate students' interests and cultural heritage. Illustrate and discuss content that addresses cultural issues relevant to students' identity. Establish an inclusive learning community with clear and explicit guidelines and expectations.	The clinical intern reflects on their own personal biases and engages in meaningful lessons that: Reflect the diversity of students, their families, and their communities; I Incorporate students' interests and cultural heritage. Analyze content that addresses cultural issues relevant to students' identity and provides opportunities for student engagement and exploration. Relate content from various perspectives to inform students that history and cur- rent events can be seen through multi- faceted lens. Foster an inclusive learning community with clear and explicit guidelines and shared expectations. Highlight the learners' cultural backgrounds to contribute to student learning.	If not observed, please briefly explain in the Comments.

2.3 The clinical intern creates a learning community where individual language development needs and differences are respected and met (e.g., ELL, ASL, other).	The clinical intern: Engages learners in limited one-word responses most of the time. Does not provide any accommodations to learners' language proficiency. Struggles to pro- vide academic sup- port to the learners' language proficiency level.	The clinical intern: Engages in academic discussions that are at ap- propriate levels of the learners' language proficiency and involve more than one-word responses. Occasionally uses language strategies to support learners. Provides rudimentary support to learners in language development.	The clinical intern: Supports learners in language development. Provides learners with vocabulary reinforcement. Encourages learners to engage in academic discussions at levels consistent with learners' current language proficiency level; Uses language strategies to support learners.	The clinical intern: Supports learners through individualized and differentiated language development strategies. Provides learners with vocabulary re- enforcement and modifications. Encourages learners to engage in authentic academic discussions at levels consistent with the learners' current language proficiency level; Uses varied and differentiated language strategies to support learners.	If not observed, please briefly explain in the Comments.
Standard 3: Learning Environment					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient (Basic Competence)	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	The clinical intern: Does not listen carefully to learners. Does not demonstrate a caring attitude.	The clinical intern: Listens carefully to learners. Responds respectfully. Responds neutrally in tone.	The clinical intern: Listens carefully to individual perspectives of learners. Responds respectfully to learners from all cultures and communities. Gives learners a chance to answer with adequate wait time; Shows a warmth and caring in tone and actions.	The clinical intern: Listens carefully to individual perspectives of learners. Responds respectfully to learners from all cultures and communities. Gives learners a chance to answer with adequate wait time. Shows warmth and caring in tone and actions. Fosters positive social interactions among all members of the learning com- munity, including families.	If not observed, please briefly explain in the Comments.
3.2 Through collaboration with students, colleagues, and families, the clinical intern uses a variety of effective management techniques in the learning environment.	The clinical intern: Struggles with management techniques and enforcing routines and guidelines.	The clinical intern manages the class by: Developing effective routines and guidelines. Engaging in positive and supportive student-teacher interactions.	The clinical intern manages the class by: Enforcing effective routines and guidelines. Engaging in positive and supportive student-teacher interactions and fostering student-student interactions. Creating a positive, low risk learning environment that promotes mutual respect among students	The clinical intern manages the class by: Collaboratively developing and enforcing effective routines and guidelines. Engaging in positive and supportive teacher-student interactions and fostering effective student-student interactions. Creating a positive, low risk learning environment that pro- motes mutual respect among students. Implementing smooth transitions. Effectively implementing a variety of groupings and activities that foster individual and collaborative learning. In consultation with the cooperating teacher, communicates, when appropriate and possible, with families for effective management of the learning environment.	If not observed, please briefly explain in the Comments.

3.3 Learners are actively participating and engaged in the lesson.	Learners are not engaged in the lesson: Learners are distracted and not paying attention	Learners are not engaged in the lesson: Discussing. Participating. Raising their hands. Paying attention during the class activity.	Learners are engaged in the lesson by: Applying the content through hands-on activities. Discussing and actively participating. Displaying interest, enthusiasm, and self-motivation.	Learners are highly engaged in the lesson by: Applying the content through hands-on activities. Discussing and actively participating through further developing peers' responses. Displaying interest, enthusiasm, and self-motivation. Being actively engaged in independent and collaborative lesson activities that enrich the classroom community.	If not observed, please briefly explain in the Comments.
3.4 Learners are engaged in positive peer relationships through instructional activities.	There is very little collaboration taking place in the lesson, which would enhance positive peer relationships.	Learners need to: Collaborate with peers more frequently. Actively discuss with peers.	Learners are: Collaborating with peers. Actively dis- cussing with peers. Coaching/mentoring a peer. Engaged in positive peer interactions.	Learners are: Collaborating with peers in cognitively challenging and relevant activities. Actively discussing with peers. Coaching/mentoring a peer. Consistently engaged in positive peer interactions. Positively supporting each other's cognitive, cultural, developmental, emotional, linguistic, physical, and social differences.	If not observed, please briefly explain in the Comments.
Standard 4: Content Knowledge					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.	The clinical intern: Does not demonstrate a command of the subject matter. Has not aligned the lesson with any standards. Does not provide meaningful context to help learners understand why it is necessary and important to learn the content.	The clinical intern: Uses teaching strategies that foster the understanding of key disciplinary concepts. Demonstrates a rudimentary command of the subject matter. Incorporates appropriate standard(s) in the lessons.	The clinical intern: Relates content to prior student knowledge. Uses effective explanations of key disciplinary concepts. Uses teaching strategies that foster the understanding of key disciplinary concepts. Demonstrates a deep and broad command of the subject matter. Incorporates the appropriate standard(s) in the lessons. Makes the content relevant to everyday life and experiences of the learner.	The clinical intern: Relates content to prior student knowledge. Uses effective explanations of key disciplinary concepts. Uses teaching strategies that foster the understanding of key disciplinary concepts that meet the needs of all learners. Demonstrates a deep and broad command of the subject matter; Incorporates the ap- propriate standard(s) in the lessons. Teaches the disciplinary vocabulary words associated with the content. Makes the content accessible and relevant to the experiences and prior knowledge and background of all learners.	If not observed, please briefly explain in the Comments.

4.2 The clinical intern designs and implements lessons that allow learners to demonstrate development of critical thinking and problem solving within the content area.	Learners need to develop their development of critical thinking and problem-solving skills. Activities are very low level and do not push the learners to problem solve or think critically.	Learners need to develop further their critical thinking and problem-solving skills within the content area by clinical intern doing: More activities and strategies are needed to engage them in critical thinking and problem solving in the content area. Written and oral responses are too low level and need to encourage learners to think critically and solve problems.	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: Responses to higher order thinking questions raised by the clinical intern. Activities and strategies that engage them in relevant and meaningful critical thinking and problem solving in the content area. Responses writ- ten and oral to critical thinking and problem-solving assignments	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: Responses to higher order thinking questions raised by the clinical intern. Questions generated by the learners that demonstrate critical thinking skills. Activities and strategies that engage them in relevant and meaningful critical thinking and problem-solving activities that students can relate to their own background in the content area. Their ability to apply key concepts in the discipline to the learners' own experiences. Responses written and/or oral to critical thinking and problem-solving assignments.	If not observed, please briefly explain in the Comments
4.3 The clinical intern integrates reading, writing, speaking and listening.	The clinical intern: Does not use a variety of resources to teach literacy; Rarely emphasizes comprehension. Does not use age-appropriate literacy strategies.	The clinical intern: Tends to use limited re- sources to teach literacy; Tends not to stress comprehension. Needs to use more age-appropriate literacy strategies. Needs more text-based discussions and writing to reinforce literacy.	The clinical intern: Uses a variety of print sources to teach literacy; Stresses com- prehension of text. Facilitates rich text-based discussions and/or writing. Uses age-appropriate literacy strategies to promote learners' literacy development. Focuses instruction equally on narrative and in- formational content.	The clinical intern: Uses resources from a variety of diverse perspectives to teach literacy in the content areas. Stresses comprehension of text through strategy instruction. Facilitates rich text- based discussions and/or writing through specific, thought-provoking questions about the content. Uses age-appropriate strategies that promote learners' literacy development in the content areas. Focuses instruction equally on narrative and informational text that relates to students' interests and background experiences.	If not observed, please briefly explain in the Comments.

Standard 5: Application of Content

	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas that reflect a diverse perspective within the curriculum.	The clinical intern: Focuses solely on one content area with no connection to other disciplines and does not pro- vide any opportunity for learners to apply concepts and ideas.	The clinical intern's lessons: Tend to focus on one content area only with little connection to other disciplines. Have learners engaged in applying concepts and ideas from mainly one content area.	The clinical intern implements learning experiences that: Connect the content to concepts, issues and relevant ideas from other content area(s). Have learners actively engaged in applying concepts and ideas from at least one other content area.	The clinical intern implements learning experiences that: Are meaningful and connect the content to concepts, issues and relevant ideas from other content area(s). Actively engage learners in applying concepts and ideas from their own background to the topic being discussed or studied. Provide opportunities for learners to use interdisciplinary concepts to help solve problems.	If not observed, please briefly explain in the Comments.

5.2 The clinical intern implements learning experiences that allow learners to apply content knowledge to solve real world problems through collaboration.	Learners are working exclusively from a single resource or answering lower-level questions. There is no group collaboration nor are learners solving real world problems.	Learners are working predominantly from a single resource and occasionally working collaboratively in a group. There are little evidence learners are trying to solve real world problems**.**	Learners are actively involved in: Exploring and/or researching different alternatives and perspectives to solving a problem. Working collaboratively in a group. Applying con- tent knowledge to solving a problem.	Learners are actively involved in: Exploring and/or researching different alternatives and perspectives to solving a problem. Working collaboratively in a group. Applying content knowledge to solving a problem. Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.	If not observed, please briefly explain in the Comments.
5.3 Learners use current resources that reflect diverse perspectives for content exploration, which includes technological applications.	Learners are only using a single resource to explore the content. There is little technology integration or use of varied resources if technology is not available	Learners are using a few different resources such as laptops and books for content research.	Learners are: Using a variety of diverse re- sources including technology to explore perspectives and content to help solve a problem. Engaged in discovering new resources available for the exploration of the content. Using current events and technological resources for content exploration.	Learners are: Using a wide variety of diverse resources including technology to explore different perspectives on the content being studied and to help solve a problem. Engaged in discovering and integrating new perspectives and knowledge in the exploration/research of the content. Using current events and technological applications for exploration and research of the content.	If not observed, please briefly explain in the Comments.
5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.	Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.	Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.	Learners apply their content knowledge by: Telling a story, recounting an experience or writing on a topic. Engaging in collaborative discussions; Presenting their ideas/research in a variety of ways.	Learners apply their con- tent knowledge by: Telling a story, re- counting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details. Engaging in collaborative discussions. Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, and/or group presentations.	If not observed, please briefly explain in the Comments.
5.5 Learners are engaged in literacy activities within content areas.	Learners are using their textbook only and using it as the primary source for learning the content. They are not being taught about how to comprehend in- formational text nor how to draw evidence from the text to support answers.	Learners are mostly reading the same textbook and a few supplemental resources. The learners are writing essays that are based on textbook readings and some outside sources. The learners are learning the vocabulary words from the textbook and writing essays about topics from the textbook	Learners are engaged in: Reading a variety of diverse informational texts. Comparing multiple sources of texts. Using comprehension to help make meaning, Writing about the content area. Learning vocabulary; Listening to others research and/or presentations.	Learners are engaged in: Reading a variety of diverse informational texts. Using comprehension strategies to help make meaning. Comparing concepts on the same theme and drawing conclusions. Writing about and/or discussing the con- tent using evidence from the text to support ideas. Learning content vocabulary. Listening to others' research and/or presentations and commenting on it.	If not observed, please briefly explain in the Comments.

5.6 Learners are engaged in inclusive and relevant activities that promote and value the development of quantitative reasoning within content areas.	Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.	Learners use quantitative reasoning occasionally to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as	Learners are engaged in: Interpreting visual representations related to the content. Using concrete examples in mathematics to solve problems.	Learners are engaged in: Interpreting visual representations that are appropriate to the content. Using concrete examples and manipulatives to solve problems, when appropriate.	If not observed, please briefly explain in the Comments.
Standard 6: Assessment					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.	The lesson plans contain: a very general method of assessment that tends to be predominantly quizzes and test.	The lesson plans contain: A general assessment to evaluate the students; General rubrics, which need: more specific criteria and alignment with the objectives/outcomes. A few formative assessments to monitor learners' progress	The lesson plans contain: An assessment to evaluate each objective. A rubric that is designed to measure objectives. A few formative assessments that monitor learners' progress. A benchmark for measuring achievement.	The lesson plans contain: A clear assessment strategy for how each objective will be evaluated. Rubrics and/or criteria that are designed specifically for each objective. Multiple formative assessments that are built into the lesson to monitor learners' progress and inform instruction. A measure or method of collecting data for each objective. A benchmark for measuring achievement for each objective.	If not observed, please briefly explain in the Comments.
6.2 The clinical intern provides meaningful and specific feedback to learners to improve their learning.	The clinical intern provides minimal feedback to the students.	The clinical intern: Provides feedback to learners in a positive manner. Works with learners to help them understand their own performance.	The clinical intern: Uses assessment data to provide feedback to learners in a positive manner. Works with learners to help them understand their own performance. Provides feed- back to students on a continual basis.	The clinical intern: Uses assessment data to differentiate instruction based on students' needs. Uses assessment data to provide feedback to learners in a positive manner. Targets the feedback on specific objectives to help increase achievement. Works with learners to help them understand their own performance, and, if possible, establish their own learning goals. Provides continuous feedback to learners regarding their future learning goals.	If not observed, please briefly explain in the Comments.

Standard 7: Planning for Instruction					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.	The textbook is used as the only source of material	The instructional materials and resources used in the lessons rely predominantly on the textbook and a few supplemental sources of material. A variety of resources are not used and/or the re- sources do not meet the needs of all learners.	The instructional materials and resources used in the lessons: Are well chosen to meet the les- son objectives. Meet the needs of all learners including struggling readers and English language learners. Are a variety (print, video, technology, primary sources, manipulatives) other than just the textbook.	The instructional materials and resources used in the lessons: Are well chosen to meet the lesson objectives. Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures. Meet the needs of all learners including struggling readers and English Language Learners. Are at appropriate developmental and reading levels to foster an interest in learning for all students. Are a variety (print, video, technology, primary sources, manipulatives) other than just the textbook.	If not observed, please briefly explain in the Comments**.**
7.2 The clinical intern models and integrates technology using a variety of modalities into the lesson plan to promote effective learning for all learners.	There is little or no technology integration in the lessons.	Technology is predominantly clinical intern presentations and learners are not engaged in using the technology	Technology implementation: Promotes meaningful learning. Involves the learners who are engaged in using the technology. Provides interest and meaning to the learning activities. Attempts to use various modalities in teaching.	Technology implementation: Promotes meaningful and deep learning. Involves the learners who are engaged in using the technology. Is integral to the learning activities. Models and applies technology standards to improve learning. Provides interest and meaning to the learning activities. Designs authentic learning activities. Utilizes various modalities in teaching.	If not observed, please briefly explain in the Comments.
7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.	The lessons are not effectively organized and missing several components of a well-constructed lesson plan.	The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the elements of a well-constructed lesson plan, missing one of the following: a solid introduction with a motivating hook, a procedure with meaningful learning activities, a good conclusion, and/or assessment of the objectives.	The lessons contain: Appropriately written objectives aligned to standards. A good introduction which may include a motivating hook and/or development of back- ground knowledge. A good procedure including engaging activities. A good conclusion that might include a summary and wrap- up of concepts; An assessment of what was learned.	The lessons contain: Clear and appropriately written objectives that are aligned to standards. A well-constructed introduction including a motivating hook and development of background knowledge. A solid procedure that engages the learner in meaningful and cognitively challenging activities. A solid conclusion where learners draw conclusions from the material and the clinical intern re- views key concepts; Multiple assessments of what was learned including the collection of data (quiz results, a rubric score, a checklist score**).**	If not observed, please briefly explain in the Comments

7.4 The clinical intern's unit has lessons that build on each other to support learning of the essential strategy with clear connections to skills.	The unit: Is not well sequenced. Needs more definite connection to skills and theory. Is not developmentally appropriate for the target audience	The unit: Is out of balance in terms of sequence and development of content, skills, and knowledge. Needs more definite connection to theory. Is developmentally appropriate for the target audience.	The unit: A somewhat organized and sequential development of con- tent, skills and knowledge to support student learning. Connections to skills and theory. Is developmentally appropriate for the target audience. Addresses learners' prior knowledge.	The unit: Contains a clearly organized and sequential development of content, skills and knowledge to support student learning. Shows clear connections to developmental and pedagogical theory. Has clear connections to skills. Is developmentally appropriate for the target audience. Builds on learners' prior knowledge and prerequisite skills and knowledge.	If not observed, please briefly explain in the Comments.
Standard 8: Instructional Strategies					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).	The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.	The clinical intern asks questions throughout the lessons that: Often are "yes" or "no" questions. Ask students about vocabulary words. Do not use correct academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students cognitively (why, what if, and how questions). Advance high- level thinking and discourse. Ask students about vocabulary words. Use appropriate academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students cognitively (why, what if, and how questions). Advance high-level thinking and com- plex discourse. Address how the text works (asks questions about text structure, author's purpose, writing style, theme, use of language, etc.). Ask students about vocabulary. Use appropriate academic language for the discipline.	If not observed, please briefly explain in the Comments.
8.2 The clinical interns vary their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, and participant).	The clinical intern engages in direct instruction only without varying their role during the lesson	The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to the full class.	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: Direct instruction to individual, small group, and/or full class. Facilitator and/or coach to small groups or individual learners. Being a participant during learner presentations.	The clinical intern engages in a variety of instructional activities that require different teacher- student interactions, such as: Direct instruction to individual, group, and/or full class. Facilitator and/or coach to small groups or individual learners. Modeling for demonstration of new skills/processes. Being a participant during learner presentations.	If not observed, please briefly explain in the Comments.

8.3 The clinical intern models metacognitive processes to support comprehension of content for every learner.	The clinical intern does not model any strategy or skill before having the learners apply it.	The clinical intern occasionally models a strategy or skill and does a brief think aloud.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before having students practice or apply it. Uses Think alouds to show his/her own thought processes when using the strategy/skill.	The clinical intern uses the following meta-cognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before having students practice or apply it. Uses 'Think-Alouds' to show his/her own thought processes when using the strategy/skill. Asks learners to think about and ex- plain the strategies they are using to understand text and/or content.	If not observed, please briefly explain in the Comments.
8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.	The clinical intern does not use allot- ted time effectively to implement an effective lesson and assess the learning outcomes.	The clinical intern uses allotted time to: Implement a lesson with an introduction, activities, and summary. Assess the learning outcomes.	The clinical intern uses allotted time to: Keep learners on-task. Minimize time for transitions. Engage learners in achieving learning outcomes. Implement an effective lesson with an intro- duction, activities, and summary. Assess the learning outcomes. Monitor and ad- just lesson ac- cording to formative assessment and time constraints.	The clinical intern uses al- lotted time to: Keep learners on- task with cognitively challenging activities. Minimize time for transitions. Engage learners in achieving learning outcomes. Implement an effective lesson with clear and measurable objectives, an intro- duction, challenging activities, and summary. Assess the learning outcomes. Monitor and adjust lessons according to formative assessment, time constraints, and learners' needs.	If not observed, please briefly explain in the Comments.
Standard 9: Professional Learning and Ethical Practice					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.	The clinical intern does not provide a reflection on improvement of professional practice.	The clinical intern provides a brief reflection on: How the lesson can be improved. Changes to teacher practice that are superficially related to student learning needs. A few recommendations for future growth.	The clinical intern reflects on: How the lesson can be improved. Recommendations for future improvement related to standards. Changes to teacher practice that are related to student learning needs. Examples of how they considered learners' needs, interests, and skills.	The clinical intern reflects on: How the lesson can be improved. Specific recommendations for future improvement related to standards. Changes that address learners' collective learning needs related to the central focus of a unit using principles from research and/or theory. Examples of how they considered learners' needs, interests, and skills. How they can im- prove their own through professional development. Reflect on how their choices impact others (learners, families, other professionals and the community).	If not observed, please briefly explain in the Comments.

9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: A grade book with students' grades. Records that are some-what organized, and current. Examples of instruments used for assessment	The clinical intern provides evidence of: Records with students' assessment scores. Analysis of data. District policies regarding record keeping. Records that are organized, current and accessible. Examples of instruments used for assessment.	The clinical intern provides evidence of: Records with students' assessment scores. Analysis of data. District policies regarding record keeping. Records that are organized, current and accessible. Examples of instruments used for assessment. Feedback provided to students and parents regarding student growth and achievement.	If not observed, please briefly explain in the Comments.
Standard 10: Leadership and Collaboration					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
10.1 The clinical intern provides evidence of contributing to school and/or district by voluntarily offering assistance, and participating in school district events, projects, and extracurricular activities.	The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities	The clinical intern provides brief evidence of attending school meetings and participating in school events, projects or activities.	The clinical intern provides evidence of: Attending professional in-service training, school district meetings, conferences, and workshops. Participating in school activities such as plays, concerts, trips, sports, and celebrations. Attending school meetings such as PTA, faculty meetings, or conferences.	The clinical intern pro- vides evidence of: Actively participating in professional in- service training, school district meetings, conferences, and workshops. Providing additional assistance to learners through tutoring before or after school. Participating in school activities such as plays, con-certs, trips, sports, and celebrations. Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.	If not observed, please briefly explain in the Comments.
Standard 11: Professional Responsibility					
	[1.0] Emergent	**[2.0]** Novice	**[3.0]** Proficient	**[4.0]** Advanced Proficient	**[n/a]** Not Observed
11.1 Fosters and maintains a learning environment which protects learners from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound, reflective, sensitive, and professionally responsible manner.	The clinical intern did not foster and maintain a learning environment by acting in a professionally responsible manner.	The clinical intern needs to im- prove in one of the following: Following the school's professional code of conduct. Consistently adhering to school and district policies. Maintaining professional relationships with students and colleagues. Acting in compliance with school board policies for students and teachers. Always acting in a sound and professionally re-sponsible manner.	The clinical intern acts in a professionally responsible manner by: Following the school's professional code of conduct. Consistently adhering to school and district policies. Maintaining professional relationships with learners and colleagues. Acting in compliance with school board policies for learners and teachers. Showing respect for each learner as an individual and the class as a whole.	The clinical intern acts in a professionally responsible manner by: Following the school's professional code of conduct. Consistently adhering to school and district policies. Maintaining professional relationships with learners, colleagues, and families. Acting in compliance with school board policies for learners and teachers. Always acting in a sound and professionally responsible manner with learners, families, and community. Showing respect for each learner as an individual and the class as a whole. Attending appropriate professional development programs to further learn about current concerns within the schools and community.	If not observed, please briefly explain in the Comments.

				Taking responsibility for the learning of all learners. Advocating for learners. Deepening their own understanding of their own frame of reference and potential biases.	
11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g. appropriate dress, language and interaction with school personnel, peers and learners).	The clinical intern needs improvement in one or more of the following: Adhering to school professional code of conduct. Maintaining a calm demeanor even when under stress. Dressing professionally. Being reliable, punctual, and meeting deadlines. Communicating with colleagues in a professional manner. Implementing feedback and suggestions to improve practice.	The clinical intern usually: Adheres to school professional code of conduct. Maintains a calm demeanor most of the time. Dresses professionally. Is reliable, punctual, and meets most deadlines. Implements some of the feedback and suggestions to improve practice.	The clinical intern: Adheres to school professional code of conduct. Dresses professionally. Is reliable, punctual, and meets deadlines. Communicates with colleagues and supervisor in a professional manner. Implements most suggestions to improve practice.	The clinical intern: Adheres to school professional code of conduct. Maintains a calm and collected demeanor even when under stress. Dresses professionally. Is reliable, punctual, and meets deadlines. Communicates with colleagues and supervisor in a professional manner. Poses and listens to constructive suggestions to enhance the teaching and learning process. Implements feed- back and suggestions to improve practice.	If not observed, please briefly explain in the Comments.
11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills	The clinical intern: Writes in communication that usually has some spelling and grammatical errors. Speaks using standard English but may have some language problems. Needs to use mathematics to analyze student achievement. Needs to make more effective use of technology.	The clinical intern: Writes in well- constructed communication that is mostly free of spelling and grammatical errors. Speaks clearly, using standard English. Uses mathematics to analyze student achievement and for other tasks. Makes use of technology when available, in planning and implementing lessons.	The clinical intern: Writes in clear, well-constructed communication that is free of spelling and grammatical errors. Writes in an effective manner that is a model of professionalism. Speaks clearly and articulately in a manner that is professional and intelligent. Uses mathematics effectively to analyze learner achievement and for other tasks. Makes effective use of technology in planning and in their teaching.	If not observed, please briefly explain in the Comments.