

Clinical Fieldwork Handbook

Drew University Master of Arts in Teaching

Kristen Turner, Director

Dawn LoMauro, Field Coordinator and Certification Officer

Overview of Fieldwork

Drew's Master of Arts in Teaching (MAT) program is committed to the preparation of exceptional teachers who can articulate, implement and assess effective pedagogical practice in today's diverse classrooms. Clinical fieldwork provides an opportunity for teacher candidates to practice and refine their pedagogical skills under the supervision and guidance of Drew's MAT Faculty, highly qualified classroom teachers, and experienced Drew University supervisors. Fieldwork involves a variety of contact with K-12 students, ranging from observation to full-time teaching.

Phases of Fieldwork

The Drew MAT program exceeds state requirements for fieldwork. All candidates will complete clinical field experiences prior to entering a full-year Clinical Internship. The Office of Fieldwork and Certification (SW Bowne 126) will place candidates in partner schools that have agreed to allow Drew candidates to engage fully in a teaching experience and to complete coursework and certification requirements. Fieldwork is documented on a candidate's transcript, and in some cases, carries a fee rather than tuition charges. Candidates are required to submit paperwork to catalog field hours to the Office of Fieldwork and Certification (Appendix).

EDUC 600 - Clinical Field Experience	Taken in conjunction with Methods I coursework (Summer); additional fieldwork required in EDUC 502 and 503 (60 hours total); no fee
EDUC 601 - Clinical Practice I	Taken in conjunction with Methods II coursework (Fall); 2 days per week in internship plus additional hours in methods course (minimum 175 hours); \$610 fee
EDUC 603 - Clinical Practice II	Taken in conjunction with Reflective Seminar; 5 days per week for 16 weeks; \$1,500 fee

Phase 1

Transcript Course: EDUC 600 - Clinical Field Experience

Fieldwork in phase 1 of the program is tied to several courses. In EDUC 502: Assessment in Education and EDUC 503: Instructional Design, candidates will complete field-based course assignments that allow them to observe real classrooms and engage with K-12 students. This phase culminates with the first methods course, taken in the summer prior to Clinical Internship, where candidates collaboratively plan and deliver instruction to a class of K-12 students. This fieldwork is done in both urban and suburban settings.

Candidates must meet all conditional admissions requirements prior to enrolling in the first methods course and EDUC 600.

Phase 2

Transcript Course: EDUC 601 - Clinical Practice I

Fieldwork in phase 2 of the program is tied to the second methods course. As the start of the Clinical Internship, this phase allows candidates to gradually expand their role in the classroom. Beginning with observation and in a supporting instructional role, candidates enter their internships at the start of the school year. Spending two days per week in the assigned placement, candidates learn school culture, the routines of the classroom, and the backgrounds of their students. Simultaneously, candidates complete other field-based coursework through the methods class and apply their learning to their individual internship contexts. This phase culminates with the candidates leading full-class instruction for individual lessons. A minimum of 175 hours must be logged during this phase.

Candidates are observed by a Drew supervisor four times during this phase and evaluated by the field supervisor and the cooperating teacher on the Clinical Competency Inventory (CCI). Candidates must receive a 2.5 average on the CCI to move into Phase 3.

Prior to beginning Clinical Practice I, candidates must successfully complete the required fieldwork in Phase I, earning no less than a B- in all EDUC coursework associated with fieldwork (EDUC 502, 503, and methods I), and submit field logs to the Office of Fieldwork and Certification. Candidates must have a minimum GPA of 3.0 and demonstrate appropriate professional dispositions as assessed on the Educator Dispositions Assessment to enroll in EDUC 601. Final approval to enter Clinical Practice I is given by the Director after a review to assure these criteria have been met.

See Appendix for Clinical Internship schedule.

Phase 3

Transcript Course: EDUC 603 - Clinical Practice II

Fieldwork in phase 3 of the program is tied to the reflective seminar. As the culmination of the Clinical Internship, this phase allows candidates to demonstrate their pedagogical knowledge in practice. Candidates return to the field immediately after their assigned school's holiday break, and they spend five days per week for a minimum of 16 weeks in the placement. Candidates are required to attend their placement during Drew's spring break and to attend coursework on campus during their school's breaks. This phase culminates with the candidates leading instruction and assessment for an entire unit of study. (See Progression of Candidates section for more detail on expectations for teaching.)

Candidates are observed by a Drew supervisor eight times (every 2 weeks) during this phase and evaluated by the field supervisor and the cooperating teacher on the Clinical Competency Inventory (CCI) at the midpoint and end of the phase. Candidates must receive a 3.0 on the CCI to successfully complete phase 3.

Prior to beginning Clinical Practice II, candidates must successfully complete the required fieldwork in Phase II, earning no less than a B- in all EDUC coursework associated with fieldwork (EDUC 502, 503, methods I and II), and submit field logs to the Office of Fieldwork and Certification. Candidates must have a minimum GPA of 3.0 and demonstrate appropriate professional dispositions as assessed on the Educator Dispositions Assessment to enroll in EDUC 603. Final approval to enter Clinical Practice II is given by the Director after a review to assure these criteria have been met.

See Appendix for Clinical Internship schedule.

General Policies

The following policies pertain to all fieldwork in the MAT program. When a candidate violates these policies, field personnel or a faculty member may report the violation to the director of teacher education. The director will review the case, and if cause is found, refer the candidate to the Academic Standing Committee.

Failure to adhere to these policies may result in dismissal from the field, which may result in an F in the related course and/or dismissal from the program.

Attendance

Candidates are expected to be present and punctual at both fieldwork and university classes. If there is a conflict between the two, it is important for candidates to communicate with both the cooperating teacher and the university faculty. If Drew classes meet during school breaks, the candidate is expected to attend. If the school is in session during Drew's breaks, the candidate is expected to be in the field.

Candidates must follow school protocol for signing in/out of the building, for calling in sick, or for other attendance issues. Notice of lateness or absence should be made to both the school and the cooperating teacher (and supervisor, if applicable) as soon as possible. Repeated tardiness or absence may result in referral to the director for review and dismissal from the field.

Attire

Candidates should dress conservatively and professionally (men – collared shirt, khakis or dress pants, tie optional; women – slacks, longer skirt, blouse, sweater). Do not wear clothes that would be appropriate for going out socially (e.g., yoga pants, low cut blouses, spaghetti straps, shorts, t-shirts, jeans) but not for professional contexts. Jeans should only be worn on school sponsored charity or spirit days.

Note:

Every minute you are in school or in the proximity of school, you are on display. Everything you do, say, and wear is a social performance that will be interpreted by students, parents, and school personnel. Remember, as a clinical intern and throughout your career, you will have several distinct reasons for impressing members of the school community. For students, you want to model for them decorum, diction and attitudes that will serve them well in the world. You also want to be taken seriously by students as a teaching authority so that you can be as effective as possible. At the same time, your cooperating teacher, other teachers, department heads and the principal will look at how you dress and act. Until you find a permanent job, you should always think of yourself as "interviewing." You want to be taken seriously as a potential colleague and employee. It is likely that you will come across teachers who dress rather informally, including wearing jeans. It is important to remember that these teachers already have a job. It is a good idea to look at well-dressed teachers and try to emulate their style. Appropriate dress does not always necessarily mean strict conformity. You should feel secure in wearing clothing that is mandated by your religion.

Conduct

Teacher candidates represent Drew University and the MAT Program when they are in the field. Interactions with all school personnel, including the school secretary, nurse, librarian and custodian, are noticed. Above all, Drew expects candidates in the field to be professional and respectful.

Candidates may be removed from the field if they demonstrate a lack of professional dispositions or conduct unbecoming of a Drew MAT student, excessive absenteeism, failure to maintain academic performance in registered MAT courses or a request for removal by the school district for reasons not listed here.

The following guidelines should guide professional conduct.

- Follow all school policies.
- Be prompt and attend as expected. Follow the school's procedures for check-in upon entering or leaving the building.
- Be courteous and respectful to everyone you encounter in the school community.
- Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, university supervisor, and the Drew teacher education faculty. Rumors and statements based on misconceptions or half-truths can cause embarrassment to the school community, the MAT Program, the university, and to the teacher candidate.
- Do not use electronic devices for personal use while you are engaged in your fieldwork. This includes texting while observing in the classroom. Leave the cell phone in the car if possible. You may use devices for educational purposes within the guidelines of the school and with permission of your cooperating teacher.
- Do not discuss your fieldwork on any social media.
- Do not take photographs of your students; this includes any and all internet-based photo apps, unless you have signed release forms and permission from the school to do so.
- Any video required for instructional purposes must be approved in advance with appropriate releases for students. This includes required edTPA and other coursework video.
- Be aware that pupils may have allergies to cologne and /or heavily scented products; do not use these while in contact with pupils. Also avoid "jangling jewelry" which may be a distraction to students with ADHD and Autism.
- Always use appropriate professional language.
- Address your colleagues according to school norms. Typically, formal greetings are used in front of students (e.g., Mr./Ms.).
- Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc. Recognize that you are being observed at all times by school personnel and students.

Candidates should also refer to the [New Jersey Professional Standards for Teachers](#) for professional and ethical guidance. The Drew MAT program adheres to these standards.

Contact Outside of School

Teacher candidates should have no contact with students or their families outside of school. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed. If a student or family member makes any attempt to interact with a teacher candidate outside of the academic setting, including online email or social networking, the candidate should not respond and should report the attempted contact to the cooperating teacher, university supervisor and program director immediately.

Lesson Plans

Candidates should use the components of the Drew Lesson Plan to develop your lessons. For official observations by the university supervisors, candidates must write a formal lesson plan, which must be submitted to the supervisor, via email, the day before the formal observation. The supervisor may require that this lesson be shared on Tk20. This lesson may follow your district's format as long as you include all of the components of the Drew Lesson Plan. Candidates are expected to communicate regularly with the cooperating teacher and to review lesson plans in advance of the lesson. Cooperating teachers should set deadlines for submission of plans for approval, and candidates must meet these deadlines.

Mandatory Reporting

In New Jersey, teachers are mandated by law to report all instances of *suspected* child abuse or neglect to Child Protective Services:

“In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE (1-877-652-2873). A concerned caller does not need proof to report an allegation of child abuse and can make the report anonymously.”

Candidates must also report suspicions of child abuse to your cooperating teacher and school administration. If a student tells you about being the victim of violence, sexual abuse or neglect, but then asks you to keep it confidential, you must report the information nonetheless.

Rumors of impending fights between students must be reported. Any instance of teasing, hazing, or sexual harassment among students must be reported to your cooperating teacher as well. Share these instances with your university supervisor to confirm that you have acted appropriately.

Safety Protocols

Clinical interns may be in the position to be fully responsible or partly responsible for the health and safety of K-12 students. Review all safety and health protocols for the school and discuss them with the cooperating teacher. In the event of an emergent student illness or accident in which a student is unconscious, has stopped breathing, is bleeding profusely, is partially paralyzed, or in seizure, send for the school nurse and call 911.

All protocols for fire alarms and emergency drills must be followed. Unless otherwise notified, all alarms must be assumed to be true emergencies. Calm demeanors and professional conduct are of utmost importance in these instances.

Candidates are responsible for their own health and safety. Use all precautions in handling chemical and toxic materials, including art supplies. Candidates have the right to request material safety data sheets and to insist on proper protective clothing and equipment, adequate ventilation, and training before handling any chemical and toxic materials. If a fight starts, *do not* attempt to break it up physically. If students do not respond to verbal demands to stop, send for assistance and remove non-involved students from danger. Candidates who believe that their health or welfare may be in jeopardy should consult the director.

Social Media

Teacher candidates are beholden to the acceptable use policies of both Drew University and the schools in which they are doing fieldwork. Candidates should maintain distinct personal and professional presences on social media and other internet-based applications. Candidates should not post about their fieldwork in online spaces unless it is related to the curriculum or approved as a reflective activity by university professors. Any derogatory comments or language posted in online spaces will not be tolerated. If candidates have concerns or complaints about situations in the field, they should approach the cooperating teacher, the university supervisor, Drew faculty, or the director of teacher education to discuss these issues in a face to face setting.

Time in Field

As a clinically-rich program focused on hands-on experience, the Drew MAT program exceeds minimum state requirements for hours in the field. All candidates are expected to meet Drew requirements. In extreme cases, dispensation may be granted by the program director as long as candidates meet minimum state requirements. To petition for dispensation, a candidate must write to the program director one week prior to the end of the academic semester. The director will review the request and make a determination whether the dispensation should be granted.

Candidates are required to attend all sessions of assigned clinical fieldwork during Phase I. The assigned fieldwork is equivalent to 60 hours.

Candidates should attend school for the equivalent of two days per week from the start of school through the end of the Drew semester in Clinical Practice I (approximately 210 hours). This schedule can be flexibly arranged with the cooperating teacher(s) in order to best prepare the candidate for the Clinical Internship II. Candidates should attend faculty meetings and other

faculty-required events (e.g., Back to School Night) unless Drew courses conflict. All hours should be documented on the Clinical Hours Log.

During Clinical Practice II, candidates are required to act as full-time faculty. They should arrive and depart from school at the same time as their cooperating teacher and follow the district's calendar. Candidates should return to the placement immediately after the holiday break and stay through the first week in May (16 weeks minimum). This calendar accounts for time off due to illness, school breaks, and state testing in order to exceed state minimum requirements. Candidates should attend faculty meetings and other faculty-required events (e.g., Back to School Night) unless Drew courses conflict. Candidates should attend out-of-school planning sessions with the cooperating teacher unless Drew courses conflict. Candidates should support their students at extra-curricular events as they are able. All hours should be documented on the Clinical Hours Log.

Assessments

University supervisors use the Observation and Conference Report (See Appendix) to guide feedback to candidates throughout the internship. A report will be filed on Tk20 for two formal observations during Clinical Practice I and six visits during Clinical Practice II.

Both the university supervisor and cooperating teacher(s) will complete the Clinical Competency Inventory (See Appendix) three times during the Clinical Internship, once at the end of Clinical Practice I and once each at the midpoint and end of Clinical Practice II.

The edTPA serves as the culminating assessment for the MAT program and provides the teacher candidate an opportunity to document ability to plan, deliver and assess effective instruction. Field-based assignments in MAT courses may offer opportunities to practice components of the edTPA. In the reflective seminar (EDUC 603) teacher candidates will be given guidelines for completing the edTPA portfolio as part of Clinical Practice II. Teacher candidates are responsible for securing permissions from students and their parents for videoing in the classroom by following school protocols. Every candidate must submit the edTPA portfolio using Tk20 in order to successfully complete Clinical Practice II.

Cooperating Teachers

Cooperating teachers model effective teaching practices, including differentiated instruction and effective use of instructional and assessment strategies. These mentor teachers provide guidance to candidates, sharing their experiences and guiding candidates as they increase their pedagogical repertoire. Cooperating teachers collaborate with candidates as they explore new ideas and best practices in achieving success for the students in the classroom. Cooperating teachers serve as the most important mentors and role models for candidates. Typically, a principal, department head or other supervisor identifies a cooperating teacher as being a

master teacher with many years of experience and with a great capacity to mentor new teachers. Candidates may be assigned an individual cooperating teacher or to a team who will share mentoring responsibility. The qualifications and responsibilities of cooperating teachers are outlined in the Appendix.

Co-Teaching

The Drew MAT program supports a co-teaching model (see Appendix).

Field Placement Coordinator and Certification Officer

The Office of Field Placement and Certification manages all of the details of field placements. After an intake meeting with each candidate, the field placement coordinator communicates with partner schools, secures a placement for each individual, and identifies a Drew field supervisor. She handles official university communication with districts, principals, cooperating teachers, and field supervisors. She certifies that field requirements have been met and appropriate documents submitted by the candidates. At the conclusion of the program, the certification officer assures that candidates have met all conditions required for certification and submits the final applications to NJDOE for each candidate's certification.

Field Supervisors

University supervisors are assigned to each teacher candidate in order to provide critical feedback on lesson planning and execution. Supervisors act in a mentoring role and serve as liaison between the school and the university. They are chosen because of their experiences and credentials as teachers, supervisors, and education scholars. The qualifications and responsibilities of supervisors are outlined in the Appendix.

Identifying Field Placements

Fieldwork associated with courses is arranged by the instructor in conjunction with the Office of Field Placement and Certification and with the approval of the Director of Teacher Education.

Clinical interns are placed by the Office of Field Placement and Certification. Clinical Practice I and II are completed in the same school placement whenever possible, usually Fall and Spring respectively. The Field Coordinator begins to identify appropriate placements for teacher candidates during the intake interview immediately after admission to the program. Placements are made to assure that each candidate is placed with an excellent mentor in a school setting that offers the best possible opportunities for learning and growth. Drew has established partnerships with several districts, and the majority of teacher candidates are placed in these partner schools. School districts have the right to request an interview with the candidate or

request additional information on the candidate prior to placement approval. Once a candidate is placed, he or she remains in the internship through Clinical Practice I and II. A change in placements is considered at the request of the Candidate, Supervisor, Cooperating Teacher or other school administrator when serious concerns arise. The Director makes the final decision if such a request is made.

Interns are placed in their areas of certification alongside highly effective teachers who have a minimum of three years experience. Dual certification candidates will be placed in settings where they can work with teachers in multiple areas. In some cases, candidates will be assigned to official co-mentors. In other cases, candidates will be assigned to one primary cooperating teacher and develop more informal mentoring relationships with others.

Post Observation Conference

The post observation conference offers an opportunity for coaching and conversation that prompts candidate reflection. For supervisors, these conference should happen after each formal observation. For cooperating teachers, conferences may be more informal on a daily basis, but formal conferences should be held weekly during Clinical Practice II and month during Clinical practice I. The following steps should guide the conference:

1. After the lesson, meet with the teacher candidate individually.
2. Ask the candidate to reflect on the lesson and tell you what (s)he thought went well and what (s)he would change for the next time. It is important for the candidate to identify areas of strength, as well as areas for improvement.
3. Share positive feedback. What did you like about the lesson? What was successful in your view? Identify an area where the candidate is excelling or has improved.
4. Share questions about the lesson. Offer the candidate an opportunity to think through the lesson based on your questions and come to his/her own realizations.
5. Identify goals for improvement. Select one or two areas of focus for candidate to improve for the next observation. Be concrete, giving specific examples where the candidate could have done something differently and explain why and how. If possible, model effective changes in the strategy or approach.
6. Close with encouragement and summary of the areas of strength/improvement from the last observation and a list of the areas of focus for the next one.
7. Check in with the cooperating teacher/field supervisor to compare notes and discuss any interventions that may be needed. Be sure to report any real concerns to the Field Placement Coordinator or the Director. Problems are always more easily resolved in the early phases rather than later.
8. Supervisors should submit official conference reports and CCI evaluations within one week of the observation.

Professional Development

The professional teacher reads well beyond the material assigned to students. Class discussions are bound to go beyond lesson material, and curious students should be encouraged to ask sophisticated questions. Candidates should engage with professional organizations and read appropriate publications, such as the New York Times, the New Yorker, or the journals Science and Nature that put disciplinary study in the context of social issues and public policy debates.

Candidates should also seek feedback and accept constructive criticism. Become comfortable with the CCI and Observation Form (See Appendix). Learn how you will be evaluated by both your cooperating teacher and university supervisors who utilize these instruments. Be proactive in these meetings: come with questions and observations. For many people, negative criticism is difficult to hear. But a great deal of professional development depends upon an ability to hear constructive criticism and make positive changes without feeling defensive. The job of an intern is to invite that kind of criticism and practice receiving it thoughtfully.

Reflective writing can support his kind of growth. In addition to required course assignments, candidates should maintain a reflective journal, asking questions and describing moments of challenge and insight. Bringing these reflections to a conference with the cooperating teacher or supervisor - or to the university classroom - will support professional growth.

For many people, negative criticism is difficult to hear. But a great deal of your professional development depends upon your ability to hear constructive criticism and make positive changes without feeling defensive. Your job as an intern is to invite that kind of criticism and practice receiving it thoughtfully.

Progression of Teacher Candidate

Each situation varies, but generally teacher candidates should lead instruction for one or two class periods (15-25% of the school day for Elementary candidates) by the end of the fourth week of Clinical Practice II. During this time, the candidate should plan the edTPA learning segment for these classes and implement it during weeks 5 - 7.

Once the edTPA learning segment has been completed, the candidate should gradually add other classes when the supervisor and cooperating teacher advise the candidate to do so in order to lead teaching for up to three of the cooperating teacher's classes (with attention to a co-teaching model). Eventually candidates should have full responsibility for instruction in at least two of the five classes. For elementary classrooms, the goal is leading instruction for at least 50% of the school day.

Teacher candidates should be responsible for no more than three separate subject preparations at the elementary level and two different preparations at the secondary level.

Substitute Certification

Candidates are required to apply for substitute certification in their assigned school and to provide evidence of this certification to the Office of Fieldwork and Certification (SW Bowne 126).

The substitute certificate requires a background check, as well as evidence that the candidate meets the minimum medical requirements and are officially cleared to work with school-aged children. Teacher candidates may obtain a substitute certificate from the county where they intend to teach or the county where they reside and apply to transfer it to the location of the clinical internship. The Office of Fieldwork and Certification can provide contact information to obtain application forms for the substitute certificate.

After candidates receive substitute certification for the internship school, they are able to be left alone for short periods of time in the classroom (e.g., if the cooperating teacher needs to step out for a few minutes). The candidate may also be hired as a substitute on days when fieldwork is not required (These hours should **not** be logged on the Clinical Hours Log.). However, a candidate may not serve as a substitute without the supervision of a cooperating teacher during Clinical Internship hours.

Once candidates have met minimum state requirements in Clinical Internship II, the program director may grant special dispensation for a candidate to be hired as a substitute teacher in the clinical placement. Unless this dispensation has been granted, candidates should not be used as substitutes, being left alone in the classroom for extended periods of time, by the school. Under no circumstance should a candidate be expected to act as the sole teacher in a classroom unless compensation is given and dispensation by the program director has been granted.

Appendix

Clinical Hours Log
Schedule for Clinical Internship
Clinical Competence Inventory
Observation and Conference Report
Cooperating Teachers Guidelines
Co-Teaching Model
Components of a Drew Lesson Plan
Responsibilities of University Supervisors

Schedule of Clinical Internship

Late August	Back to School BBQ and Orientation with Drew interns, supervisors, mentor teachers, and school administrators
First day of district calendar	Start of Clinical Practice I, two days per week plus professional development days, Back to School night and other required teacher activities
September	Interns begin with observation and classroom support and gradually increase co-teaching roles. Initial observation by field supervisor
October	Interns co-plan and independently lead individual lessons (or series of lessons) and practice video for edTPA. Three observations by field supervisor in October - December
Second Week in December	End of Clinical Practice I. Supervisor and cooperating teacher submit CCI Assessment
January (first day for district)	Start of Clinical Practice II, full-time student teaching
First Week in January	Orientation to Clinical Practice II and reception for Drew interns, supervisors, mentor teachers, and school administrators
January	Interns begin to lead instruction for 1-2 class periods (15-25% of school day for elementary). Supervisor will observe every other week during the semester
February	Interns plan and teach a full unit of study and video for edTPA. Supervisor and cooperating teacher submit CCI in late February
March	Interns continue to plan and teach, taking on more responsibility as they are capable. Ideally by the end of the month, interns will be leading up to 50% of the day (no more than 3 separate subject preparations for elementary and 2 separate content preps for secondary)
First week in May	End of Clinical Practice II and Celebration at Drew. Supervisor and cooperating teacher submit final CCI

Clinical Competency Inventory (CCI)

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual clinical interns who are completing their clinical practice (student teaching) experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the CAEP, NJPST, 2011 InTASC standards and the edTPA rubrics that are required of all clinical interns prior to being recommended for certification. 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 clinical intern will bring evidence of these competencies to a conference. It is the clinical intern’s responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The CCI is to be used as a summative assessment designed to assess competencies at the completion of the student teaching experience, during the last observation. It is also meant to provide formative feedback during the clinical experience to the clinical intern on the attainment of competencies. It should be used in conjunction with an observational lesson form that 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 clinical intern and to provide feedback on the clinical intern’s strengths and areas of improvement.

The procedure for using the CCI is as follows:

1. The clinical intern should self-assess on the CCI prior to beginning the clinical experience.
2. At the first visit, the supervisor will review the Observation Form and the CCI with the cooperating teacher.
3. Before the mid-term, the cooperating teacher and the supervisor observe the intern together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 11 standards and specify areas of strength and areas that need improvement.
4. At mid-term, the supervisor and cooperating teacher fill in the CCI independently.
5. The supervisor will hold a mid-point conference with the clinical intern to go over the CCI. The cooperating teacher will join this conference to discuss mid-point assessment.

6. The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and fill in the Observation Form independently.
7. At the completion of the field placement, the supervisor and cooperating teacher fill in the CCI independently and enter the final assessment. They should hold a final conference to discuss their ratings.
8. At the completion of the clinical practice, the clinical intern will do a self-assessment and fill in the CCI.

Rating of the Form

The following rating scale will be used to score each clinical intern **with a required benchmark of 3.0 for an intern to be recommended for certification.**

1: Emergent (Exhibits Difficulty) – The clinical intern 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.

Recommended point value: 1.4 - 0

2: Novice (Limited Competence) – The clinical intern 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.

Recommended point value: 2.74 – 1.5

3: Proficient (Basic Competence) – The clinical intern 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.

Recommended point value: 3.4 - 2.75

4: Advanced Proficient (Exemplary Practice) – The clinical intern 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.

Recommended point value: 4.0 - 3.5

Not Observed – This should NOT be used in the Final Assessment. 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, please insert a comment explaining your concerns. If you are observing a P-3 classroom, obtain approval to skip certain competencies and leave them blank.

Standard #1: Learner Development

The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Emergent	Novice	Proficient	Advanced
1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • 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; 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy); • Contain objectives that are not written properly; • Show some effort to differentiate instruction but needs improvement; • Are somewhat aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Take into account each learner's background knowledge, and builds on his/her strengths and needs. • Are aligned to standards.
1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Needs more sensitivity to cultural and academic differences of students; • Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Uses academic conversation at times; • Respects cultural differences of most learners; • Tries to establish a supportive environment through verbal and nonverbal interactions, but 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Encourages academic conversation and accepts linguistic and developmental differences in language development; • Respects cultural differences of all learners; 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations; • Encourages academic conversation and accepts linguistic

		needs some feedback.	<ul style="list-style-type: none"> Respects all learners in the classroom through verbal and nonverbal interactions. 	<p>and developmental differences in language development;</p> <ul style="list-style-type: none"> Respects cultural differences of all learners; Respects all learners in the classroom through verbal and nonverbal interactions.
--	--	----------------------	---	---

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Emergent	Novice	Proficient	Advanced
2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> Use strategies that are not differentiating instruction at all; Is providing the same strategies for all students and not taking into account learning differences. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> 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 need to include more accommodations for learners. 	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> Many activities that differentiate the delivery of instruction based on needs of learners; Assessments that accommodate the needs of all learners; Most strategies that support a learning environment that allows all students to succeed 	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate); Strategies that differentiate the delivery of instruction based on needs of learners; Assessments that accommodate the needs of all learners.
2.2 The clinical intern incorporates multicultural content and perspectives into the lesson.	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> Are not sensitive to the diversity of students, families or the surrounding community. Are devoid of any multicultural content or perspective. 	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> Focuses on holidays and peripheral content related to students' cultural backgrounds; Incorporate students' cultural heritage. 	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> Reflect the diversity of students, their families, and their communities; Incorporate students' interests and cultural heritage; Illustrate and discuss content that addresses social and 	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> Reflect the diversity of students, their families, and their communities; Incorporate students' interests and cultural heritage; Illustrate and discuss content that addresses social and

			<p>cultural issues relevant to students' identity;</p> <ul style="list-style-type: none"> • Establish an inclusive learning community with clear and explicit guidelines and shared expectations. 	<p>cultural issues relevant to students' identity;</p> <ul style="list-style-type: none"> • Relate content from various perspectives; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations.
<p>2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Engages the learner in one-word responses most of the time; • Does not provide any accommodations to the English language learner; • Struggles to provide academic support to the English language learners. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Needs to engage in academic discussions that are at appropriate levels of learner's English proficiency and that involve more than one-word responses; • Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; • Provides rudimentary support to the learner in language and literacy development. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Supports the learner in language and literacy development; • Encourages the learner to engage in academic discussions at levels consistent with the learner's current English proficiency level; • Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Provides the learner with vocabulary reinforcement and/or modifications; • Encourages the learner to engage in academic discussions at levels consistent with the learner's current English proficiency level; • Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; • Supports the learner in language and literacy development; • Uses the learners' cultural background to contribute to student learning.

Standard # 3: Learning Environment

The teacher works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.

	Emergent	Novice	Proficient	Advanced
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	<p>The clinical intern:</p> <ul style="list-style-type: none"> Needs to work on listening more carefully to learners; Needs to work on showing a more caring attitude. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; Responds neutrally in tone. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; Gives learners a chance to answer with adequate wait time; Shows warmth and caring in tone and actions. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; Gives learners a chance to answer with adequate wait time; Encourages academic conversations and use of academic language with students; Shows warmth and caring in tone and actions.
3.2 The clinical intern uses effective classroom management techniques.	<p>The clinical intern struggles with classroom management techniques and enforcing classroom rules.</p>	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Engaging in positive and supportive student-teacher interactions. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Engaging in positive and supportive student-teacher interactions; Facilitating effective student-student interactions; Provides a positive, low-risk learning environment that reveals mutual respect among students. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Implementing smooth transitions; Engaging in positive and supportive teacher-student interactions; Facilitating effective student-student interactions; Effectively implementing a variety of groupings and activities; Provides a positive, low-risk learning environment that reveals mutual respect among students.
3.3 Learners are actively participating and engaged in the lesson.	<p>Learners are not engaged in the lesson but are distracted and not paying attention.</p>	<p>Learners are somewhat engaged in the lesson by:</p> <ul style="list-style-type: none"> Discussing; 	<p>Learners are engaged by:</p>	<p>Learners are highly engaged in a model lesson by:</p>

		<ul style="list-style-type: none"> • Participating; • Raising their hands; • Paying attention at their desks. 	<ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing; • Actively Participating; • Displaying interest and enthusiasm. 	<ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing; • Actively Participating; • Displaying interest and enthusiasm; • Paying close attention and responding in an enthusiastic and interested manner.
3.4 Learners are engaged in positive peer relationships through classroom activities.	There is very little collaboration taking place in the classroom, which would enhance positive peer relationships.	<p>Learners need to:</p> <ul style="list-style-type: none"> • Collaborate with peers more frequently. • Actively discuss with peers; • Coaching/mentoring a peer. 	<p>Learners are:</p> <ul style="list-style-type: none"> • Collaborating with peers; • Actively discussing with peers; • Coaching/mentoring a peer; • Establishing positive peer interactions. 	<p>Learners are:</p> <ul style="list-style-type: none"> • Collaborating with peers in cognitively challenging and relevant activities; • Actively discussing with peers; • Coaching/mentoring a peer; • Using positive language to support each other; • Establishing positive peer interactions.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

	Emergent	Novice	Proficient	Advanced
4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Does not demonstrate a command of the subject matter; • Has not aligned the lesson with any standards; • Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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

			<p>command of the subject matter;</p> <ul style="list-style-type: none"> • Incorporates the appropriate standard(s) (CCSS, NJLS and/or professional standards) in the lessons; • Makes the content relevant to everyday life and experiences of the learner. 	<p>command of the subject matter;</p> <ul style="list-style-type: none"> • Incorporates the appropriate standard(s) (NAEYC, CCSS, NJLS and/or professional standards) in the lessons; • Teaches the disciplinary vocabulary words associated with the content; • Makes the content relevant to everyday life and experiences of the learner.
<p>4.2 Learners demonstrate development of critical thinking and problem solving within the content area.</p>	<p>Learners need to develop their development of critical thinking and problem solving skills. Activities are very low level and do not push the students to problem solve or think critically.</p>	<p>Learners need to develop further their critical thinking and problem solving skills within the content area:</p> <ul style="list-style-type: none"> • More classroom activities and strategies need 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. 	<p>Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:</p> <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; • Responses written and oral to critical thinking and problem solving assignments. 	<p>Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:</p> <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Questions generated by the learners that demonstrate critical thinking skills; • Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; • Their ability to apply key concepts in the discipline to new disciplinary content; • Responses written and/or oral to critical thinking and problem solving assignments.
<p>4.3 The clinical intern integrates reading, writing, speaking and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Does not use a variety of print sources to teach literacy; 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Tends to use limited resources to teach literacy; • Tends not to stress comprehension; 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; • Stresses comprehension of

	<ul style="list-style-type: none"> • Rarely emphasizes comprehension; • Does not use age-appropriate literacy strategies. 	<ul style="list-style-type: none"> • Needs to use more age-appropriate literacy strategies; Needs more text-based discussions and writing to reinforce literacy. 	<ul style="list-style-type: none"> • Stresses comprehension 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 informational text. 	<p>text through strategy instruction;</p> <ul style="list-style-type: none"> • Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts; • Uses shared reading, Read Alouds and/or age appropriate strategies that promote learners' literacy development; • Focuses instruction equally on narrative and informational text.
--	---	---	---	---

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Emergent	Novice	Proficient	Advanced
5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.	The clinical intern focuses solely on one content area with no connection to other disciplines, and does not provide any opportunity for learners to apply concepts and ideas.	The clinical intern's lessons: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from several content areas; • Provide opportunities for learners to use interdisciplinary concepts to help solve problems.
5.2 Learners apply content knowledge to solve real world problems through collaboration.	Learners are working exclusively from a textbook, worksheet, or answering lower level questions. There is no	Learners are working predominantly from a textbook or worksheets and occasionally working	Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different 	Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different

	group collaboration nor are learners solving real world problems.	collaboratively in a group. There is little evidence that they are trying to solve real world problems.	alternatives to solving a problem; <ul style="list-style-type: none"> Working collaboratively in a group; Applying content knowledge to solving a problem 	alternatives to solving a problem; <ul style="list-style-type: none"> 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.
5.3 Learners use current resources for content exploration, which may include technological applications.	Learners are only using their textbooks 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: <ul style="list-style-type: none"> Using a variety of resources 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: <ul style="list-style-type: none"> Using a wide variety of resources such as books, printed material, laptops, apps, iPads, and variety websites to help solve a problem; Engaged in discovering and integrating new resources available for the exploration/research of the content; Using current events and technological applications for exploration and research of the content.
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: <ul style="list-style-type: none"> 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 content knowledge by: <ul style="list-style-type: none"> Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details; Engaging in collaborative discussions;

				<ul style="list-style-type: none"> Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.
<p>5.5 Learners are engaged in literacy activities within content areas.</p>	<p>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 informational text nor how to draw evidence from the text to support answers.</p>	<p>Learners are mostly reading the same textbook and a few supplemental resources. They are writing essays that are based on textbook readings and some outside sources. They are learning the vocabulary words from the textbook and writing essays about topics from the textbook.</p>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Reading a variety of informational texts; Comparing multiple sources of texts; Using comprehension to help make meaning; Writing about the content area; Learning vocabulary (Tier 1, 2, and 3 words); Listening to others' research and/or presentations. 	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Reading a variety of informational texts; Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning; Comparing texts on the same theme and drawing conclusions; Writing about and/or discussing the content using evidence from the text to support ideas; Learning vocabulary (Tier 1, 2, and 3 words); Listening to others' research and/or presentations and commenting on it.
<p>5.6 Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas.</p>	<p>Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.</p>	<p>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 English/Language Arts or Social Studies.</p>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Interpreting charts and graphs; Using mathematics to solve problems; Exploring quantitative reasoning when reading a variety of resources; Discussing the value of quantitative reasoning. 	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Interpreting charts and graphs; Using concrete objects and manipulatives to solve problems; Applying mathematical modeling/reasoning to explore the content area; Exploring quantitative reasoning when

				<p>reading a variety of resources;</p> <ul style="list-style-type: none"> • Discussing the value of quantitative reasoning within different content areas such as the arts.
--	--	--	--	--

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

	Emergent	Novice	Proficient	Advanced
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 tests.	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • 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. 	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • 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. 	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • A clear assessment strategy for how each objective will be evaluated; • Rubrics and/or criteria that are designed specifically for each objective; • Formative assessments that are built into the lesson to monitor learners’ progress; • A measure or method of collecting data for each objective; • A benchmark for measuring achievement for each objective.
6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.	The clinical intern provides minimal feedback to the students.	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Provides feedback to learners in a positive manner; • Works with learners to help them understand their own performance. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses assessment data to provide feedback to learners in a positive manner; • Works with learners to help them understand their own performance; • Provides feedback to students on a continual basis. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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;

				<ul style="list-style-type: none"> • 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.
--	--	--	--	---

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Emergent	Novice	Proficient	Advanced
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.	<p>The instructional materials and resources used in the lessons :</p> <ul style="list-style-type: none"> • rely predominantly on the textbook and a few supplemental sources of material. • A variety of resources are not used and/or the resources do not meet the needs of all learners. 	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> • Are well chosen to meet the lesson objectives. • Meet the needs of all learners including struggling readers and English language learners; • Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook; 	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> • 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 rich variety (print, video, technology, primary sources, manipulatives)
7.2 The clinical intern integrates technology into the lesson plan to promote effective	There is little or no technology integration in the lessons.	When available, technology use is predominantly teacher presentations and	<p>When available technology use:</p> <ul style="list-style-type: none"> • Promotes meaningful learning; 	When available technology use:

<p>learning for all learners, when available.</p>		<p>students are not engaged in using the technology.</p>	<ul style="list-style-type: none"> • Involves the learners who are engaged in using the technology; • Provides interest and meaning to the learning activities. 	<ul style="list-style-type: none"> • Promotes meaningful and deep learning; • Involves the learners who are engaged in using the technology; • Is integral to the learning activities; • Provides interest and meaning to the learning activities.
<p>7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.</p>	<p>The lessons are not effectively organized and missing several components of a well-constructed lesson plan.</p>	<p>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.</p>	<p>The lessons contain:</p> <ul style="list-style-type: none"> • Appropriately written objectives aligned to standards; • A good introduction which may include a motivating hook and/or development of background 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. 	<p>The lessons contain:</p> <ul style="list-style-type: none"> • 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 reviews key concepts; • An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).
<p>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</p>	<p>The unit:</p> <ul style="list-style-type: none"> • Is not well sequenced; • Needs more definite connection to skills and theory; 	<p>The unit:</p> <ul style="list-style-type: none"> • Is out of balance in terms of sequence and development of content, skills, and knowledge; 	<p>The unit contains:</p> <ul style="list-style-type: none"> • A somewhat organized and sequential development of content, skills and knowledge to 	<p>The unit:</p> <ul style="list-style-type: none"> • Contains a clearly organized and sequential development of content, skills and knowledge to

skills and learning theory.	<ul style="list-style-type: none"> • Is not developmentally appropriate for the target audience. 	<ul style="list-style-type: none"> • Needs more definite connection to theory; • Is developmentally appropriate for the target audience. 	<p>support student learning;</p> <ul style="list-style-type: none"> • Connections to skills and theory; • Is developmentally appropriate for the target audience; • Addresses students' prior knowledge. 	<p>support student learning;</p> <ul style="list-style-type: none"> • Shows clear connections to developmental and pedagogical theory. • Has clear connections to skills; • Is developmentally appropriate for the target audience; • Builds on students' prior knowledge and prerequisite skills and knowledge;
-----------------------------	---	--	---	--

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Emergent	Novice	Proficient	Advanced
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Challenge students cognitively (why, what if, and how questions); • Advance high-level thinking and complex 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.
8.2 The clinical intern varies his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).	The clinical intern engages in direct instruction only without varying his/her role during the lesson.	The clinical intern engages in only a few different teacher-student interactions, with the predominant role being	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:

		direct instruction to whole group	<ul style="list-style-type: none"> • Direct instruction to full class or small group; • Facilitator and/or coach to small groups or individual students; • Participant during student presentations. 	<ul style="list-style-type: none"> • Direct instruction to full class or small group; • Facilitator and/or coach to small groups or individual students; • Modelling for demonstration of new skills/processes; • Being a participant during student presentations.
8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).	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.	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> • 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. 	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> • 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 explain the strategies they are using to understand text and/or content.
8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.	The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> • Implement a lesson with an introduction, activities, and summary; • Assess the learning outcomes. 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> • Keep learners on-task; • Minimize time for transitions; • Engage learners in achieving learning outcomes; • Implement an effective lesson with an introduction, activities, and summary; • Assess the learning outcomes; 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • Monitor and adjust lesson according to formative assessment and time constraints. 	<p>introduction, challenging activities, and summary;</p> <ul style="list-style-type: none"> • Assess the learning outcomes; • Monitor and adjust lesson according to formative assessment and time constraints.
--	--	--	---	--

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Emergent	Novice	Proficient	Advanced
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.	<p>The clinical intern provides a brief reflection on:</p> <ul style="list-style-type: none"> • How the lesson can be improved; • Changes to teacher practice that are superficially related to student learning needs; • A few recommendations for future growth. 	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> • 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 she/he considered students' needs, interests, and skills. 	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> • How the lesson can be improved; • Specific recommendations for future improvement related to standards; • Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory. • Examples of how she/he considered students' needs, interests, and skills.
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.	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • A grade book with students' grades; • Records that are somewhat organized, and current; 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Records with students' assessment scores; • Analysis of data; • District policies regarding record keeping; 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Records with students' assessment scores; • Analysis of data; • District policies regarding record keeping;

		<ul style="list-style-type: none"> • Examples of instruments used for assessment. 	<ul style="list-style-type: none"> • Records that are organized, current and accessible; • Examples of instruments used for assessment. 	<ul style="list-style-type: none"> • Records that are organized, current and accessible; • Examples of instruments used for assessment; • Feedback provided to students and parents regarding student growth and achievement.
--	--	--	---	--

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Emergent	Novice	Proficient	Advanced
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, extra-curricular 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: <ul style="list-style-type: none"> • 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 provides evidence of: <ul style="list-style-type: none"> • 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, concerts, trips, sports, and celebrations; • Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.

Standard 11: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

	Emergent	Novice	Proficient	Advanced
--	----------	--------	------------	----------

<p>11.1 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner</p>	<p>The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner.</p>	<p>The clinical intern needs to improve in one of the following:</p> <ul style="list-style-type: none"> ● 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 responsible manner. 	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> ● 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. 	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> ● 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 responsible manner.
<p>11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g. appropriate dress, language and interaction with school personnel, peers and learners).</p>	<p>The clinical intern needs improvement in one or more of the following:</p> <ul style="list-style-type: none"> ● Adheres to school professional code of conduct; ● Maintains a calm demeanor even when under stress; ● Dresses professionally; ● Is reliable, punctual, and meets deadlines; ● Communicates with colleagues in a professional manner; ● Implements feedback and suggestions to improve practice. 	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> ● Adheres to school professional code of conduct; ● Maintains a calm demeanor most of the times; ● Dresses professionally; ● Is reliable, punctual, and meets most deadlines; ● Implements some of the feedback and suggestions to improve practice. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> ● 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. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> ● 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 feedback and suggestions to improve practice.
<p>11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics,</p>	<p>The clinical intern needs to improve in one or more of the following: reading,</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> ● Writes in communication that 	<p>The clinical intern:</p> <ul style="list-style-type: none"> ● Writes in well-constructed 	<p>The clinical intern:</p> <ul style="list-style-type: none"> ● Writes in clear, well-constructed

and technology skills required of a professional.	writing, speaking mathematics, or technology skills.	usually has some spelling and grammatical errors; <ul style="list-style-type: none"> ● 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. 	communication that is mostly free of spelling and grammatical errors; <ul style="list-style-type: none"> ● 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. 	communication that is free of spelling and grammatical errors; <ul style="list-style-type: none"> ● 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 student achievement and for other tasks; ● Makes effective use of technology in planning when appropriate and available, which may include many different applications including smart boards, computer, internet, digital camera, digital video, tablets.
---	--	---	---	---

Add up all the scores of all competencies you rated; there are a total of 34 competencies.

Total score on all indicators you rated on the CCI: _____

Overall clinical intern score: total score of all indicators ÷ # of indicators you rated = _____

Comments:

Observation and Conference Report

The purpose of the O&C evaluation instrument is to provide feedback to the teacher candidate on an observed lesson. The Observation & Conference (O&C) is the evaluation instrument used by the clinical supervisor in Clinical Practice I and II for formative assessment. It is closely aligned with the Clinical Competency Inventory (CCI) and will help guide the development of the candidate. This form will also be used by the cooperating teacher for conversations with the supervisor about mutually observed lessons.

The teacher candidate should be given a score (or marked as 'Not Observed') for each indicator. Please use the 'Additional Comments' section for each indicator to provide support and feedback for the candidate. There are also opportunities at the end of the assessment to document detailed strengths, areas of improvement and opportunities for reflection and growth.

Candidates should use the feedback on this assessment to reflect on their teaching. Areas of weakness should be prioritized for targeted growth.

1. Learner Development

The candidate shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Not Observed**
- **Emergent** Exhibits difficulty in implementing learning experiences and/or interacting with learners.
- **Novice** Implements learning experiences with limited competence that requires further guidance from either the cooperating teacher and/or supervisor. Needs more guidance on interacting with learners on a developmental level.
- **Proficient** Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.
- **Advanced Proficient** Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social and academic differences.

Additional (Learner Development) Comments: (If 'Not Observed' is selected, please provide written explanation.)

2. Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Not Observed**
- **Emergent** – Prepares and delivers instruction oriented towards the whole class.
- **Novice** - Develops and delivers instruction to address the needs of learners on an inconsistent basis.

- **Proficient** – Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL and different learning styles.
- **Advanced Proficient** – Applies and adapts instruction that engages the learners in ways that complement their learning styles. Modifies instruction to reflect the diverse cultures and communities of learners.

Additional (Learning Differences) Comments: (If 'Not Observed' is selected, please provide written explanation.)

3. Learning Environment

The candidate works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Not Observed**
- **Emergent** – Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.
- **Novice** – Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.
- **Proficient** – Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning environment.
- **Advanced Proficient** – Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite and culturally sensitive learning environment.

Additional (Learning Environment) Comments: (If 'Not Observed' is selected, please provide written explanation.)

4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- **Not Observed**
- **Emergent** – Delivers instruction based on insufficient content knowledge, theory and principles of the discipline.
- **Novice** – Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning of subject matter.
- **Proficient** – Delivers instruction based on content knowledge, theory and principles of the discipline allowing meaningful learning and mastery of subject matter.
- **Advanced Proficient** – Delivers instruction that demonstrates depth and breadth of the content knowledge, theory and principles of the discipline. Incorporates appropriate materials and consistently makes learning experiences meaningful and relevant which leads to mastery of subject matter.

Additional (Content Knowledge) Comments: (If 'Not Observed' is selected, please provide written explanation.)

5. Application of Content

The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and solve problems related to authentic local and global issues.

- **Not Observed**
- **Emergent** - Asks factual questions and instruction does not include concept connections. Questions do not engage learners in critical thinking. Shows lack of understanding of the concepts needed in order to engage learners in making connections to solve real world problems.
- **Novice** - Asks recall and identification questions. Instruction includes some concept connections. Questions engage some learners in critical or divergent thinking. Shows an incomplete understanding of the concepts needed in order to engage learners in making connections to solve real world problems.
- **Proficient** - Asks application, analysis and synthesis questions. Instruction includes making connections to concepts and using a variety of perspectives to engage all learners in critical and divergent thinking. Shows a complete and correct understanding of the concepts needed in order to engage learners in making connections to solve real world problems.
- **Advanced** - Proficient Asks application, analysis, synthesis and evaluation questions. Instruction includes making connections to concepts using many perspectives to engage all learners in critical and divergent thinking. Shows a thorough understanding of the concepts needed to engage learners and extend learners' abilities to solve real world problems.

Additional (Application of Content) Comments: (If 'Not Observed' is selected, please provide written explanation.)

6. Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Not Observed**
- **Emergent** - Uses one method or inappropriate methods of assessment that do not engage learners in the process. Assessment does not include feedback to students. There is no attempt to use data driven decision making.
- **Novice** - Uses a few or the same methods of assessment and engages some learners in the process. Assessment includes minimal feedback to students. Some data is used to guide the students' and teacher's decision making.
- **Proficient** - Uses multiple formative and summative assessments. Engages most learners in the assessment process. Assessment includes targeted feedback to students. Data is used to guide the students' and teacher's decision making.
- **Advanced Proficient** - Uses a variety of formative and summative assessments. Provides differentiated assessments to meet individual student needs. Assessment includes specific detail and feedback. Data includes multiple measures and is used to make decisions about the student's learning and to inform the teacher's instruction.

Additional (Assessment) Comments: (If 'Not Observed' is selected, please provide written explanation.)

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Not Observed**
- **Emergent** - Plans instruction that does not meet the learning goals for students. Uses minimal knowledge of curriculum, pedagogy or community context to plan instruction and may not take into consideration the knowledge of learners.
- **Novice** - Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy or community context to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.
- **Proficient** - Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of curriculum, pedagogy, community context and learners to plan instruction.
- **Advanced Proficient** - Plans instruction that shows complete and correct understanding of rigorous learning goals for all students. Uses knowledge of curriculum, pedagogy, community context and all learners to plan instruction.

Additional (Planning for Instruction) Comments: (If 'Not Observed' is selected, please provide written explanation.)

8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Not Observed**
- **Emergent** - Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge.
- **Novice** - Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.
- **Proficient** - Uses a variety of instructional strategies that encourage learners to develop an understanding of content. Strategies build the learners' skills to make connections and apply knowledge.
- **Advanced Proficient** - Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners' understanding of content to make multiple connections and apply knowledge.

Additional (Instructional Strategies) Comments: (If 'Not Observed' is selected, please provide written explanation.)

9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Not Observed**
- **Emergent** - Candidate may participate in ongoing professional learning which may be demonstrated during the lesson. Candidate does not modify or adjust instruction based on feedback to meet the needs of each learner.

- **Novice** - Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without appropriate modifications to meet the needs of each learner.
- **Proficient** - Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on his/her practice. Candidate modifies instruction based on feedback/results and plans lessons accordingly to meet the needs of each learner.
- **Advanced Proficient** - Candidate participates in ongoing professional learning which is consistently demonstrated during the lesson. Candidate uses evidence-based teaching strategies and reflection to improve his/her practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognition skills in each learner.

Additional (Professional Learning and Ethical Practice) Comments: (If 'Not Observed' is selected, please provide written explanation.)

10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

- **Not Observed**
- **Emergent** - Provides no evidence of contributing to the school and or district. Communicates periodically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and community. Makes no attempt to assume leadership roles within the school.
- **Novice** - Provides some evidence of contributions to the school and district. Communicates with colleagues, parents, and other school professionals. Sometimes participates in activities with parents and community. Makes minimal attempt to assume leadership roles within the school.
- **Proficient** - Provides evidence of contributing to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles, as appropriate.
- **Advanced Proficient** - Provides evidence of many contributions to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles in various capacities, as appropriate. Seeks out opportunities to assume additional responsibilities in the school community or the profession.

Additional (Leadership & Collaboration) Comments: (If 'Not Observed' is selected, please provide written explanation.)

11. Professional Responsibility

The candidate acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

- **Not Observed**
- **Emergent** - Professional interactions and practices do not always demonstrate integrity and fairness towards all students. May not consistently follow the school's policies, regulations or timelines.

- **Novice** - Professional interactions and some practices may be characterized by fairness, integrity, respect or confidentiality. Complies with the policies of the school, professional teaching standards and Code of Ethics to promote the success of students.
- **Proficient** - Professional interactions and practices are characterized by fairness, integrity, respect and confidentiality. Abides by the policies of the school, professional teaching standards and Code of Ethics to promote the success of all students.
- **Advanced Proficient** - Professional interactions and practices are characterized by fairness, integrity, respect and confidentiality. Models exemplary professional behavior by following the policies of the school, professional teaching standards and applies the Code of Ethics to promote the success of all students.

Additional (Professional Responsibility) Comments: (If 'Not Observed' is selected, please provide written explanation.)

Brief summary of lesson and NJ Student Learning Standards addressed:

Strengths:

Identify strengths of the teacher candidate in any applicable area (dispositions, classroom management, lesson development, planning and assessment, student relationships, etc.)

Suggestions for Lesson Improvement:

Recommendations/Reflections for Professional Growth/Areas of Improvement:

Cooperating Teacher Guidelines

Qualifications

- Minimum of three years of teaching experience, including one within the school district;
- Possess a standard instructional certificate;
- Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared;
- Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision; and
- Be rated, beginning August 1, 2016, as effective or highly effective on his or her most recently received summative evaluation.

Responsibilities

Provide continuous guidance and direction and weekly conferences to assist interns in professional development.

- Attend orientations and trainings provided by the university
- Meet with the intern before the internship begins.
- Brief the intern on the procedures, routines and policies of the classroom and the school.
- Confirm that the intern will have experience in working with students with disabilities and/or ELLs in your classroom or assist in arranging observations in other classrooms.
- Share instructional philosophies and methodologies used in the school.
- Review curriculum and overall plans for the semester/year.
- Set aside regular conference time to review lessons and the intern's overall progress.
- Sequence the intern's responsibilities so s(he) gradually becomes involved in teaching responsibilities in a co-teaching capacity, moving towards a primary role as lead instructor.
- Meet with the university supervisor to discuss the student's progress.
- Conduct formal observations, conducting post-observation conferences and coaching for improvement on the areas identified in the CCI. At least three formal observations should be conducted over time.
- Sign the intern's time sheet.
- Notify the MAT program director if any problems should arise.
- Provide input to the university supervisor in determining the intern's final assessment.

Complete the CCI inventory at the end of Clinical Internship I and at the midpoint and endpoint of Clinical Internship II.

Co-Teaching Models

One of the most difficult challenges of the field placement process is for classroom teachers to “hand over the reins” of their class to a novice candidate. With teacher evaluations, high-stakes testing and parent concerns a real part of an educator’s life, we understand the need for co-teaching models that research has shown to improve instructional outcomes for all students. We encourage cooperating teachers to engage candidates in classroom activities from day one, beginning as an extra set of hands and gradually assuming greater responsibility for instruction.

The following examples of co-teaching represent models that can be applied in the internship. Cooperating teachers may have additional models that work well in their contexts¹.

Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching. On occasion, students’ learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group.

Alternative Teaching. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

Teaming. In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers’ styles.

One Teach, One Assist. In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach.

One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

¹ Materials adapted from Curry School of Education, University of Virginia
<http://faculty.virginia.edu/coteachUVA/5formats.html>

Components of a Lesson Plan

Revised: May 2018

The Drew MAT program has not adopted a single format for writing a lesson plan, as format will vary by school and context. However, candidates are expected to address each of the following components in their lesson design. As candidates progress through the program, they will learn each of the components, adding to their understandings in order to create rich and meaningful lessons. Depending on the focus of an individual course (and its location in the program), a professor may require only certain components to be explicitly written. Schools where candidates are placed may also require specific components to be written. Field supervisors should address all components in observation debriefs and support candidates in writing explicitly clear lessons that are conceptualized with attention to each component.

Note: For edTPA, lesson plans should be no longer than 4 single-spaced pages.

Basic Info

- Teacher Candidate Name
- Grade & Subject
- Lesson Title

Context/Rationale

Every lesson is situated within a larger curriculum, and you need to consider the prior knowledge of the students, as well as assessment data that is leading you to teach this lesson. Questions to consider as you write your lesson include the following:

- What do my students already know? On what prior-knowledge am I building?
- What instructional model(s) will be used in the lesson and why will that model meet students' needs?
- What is the essential question for the unit? How does the lesson's inquiry question help students explore the essential understandings?
- How does the lesson connect to students' lived experiences or prepare them for college and career readiness?
- How does this lesson connect forward into subsequent lessons? Is there a homework assignment or overarching project? How will students apply lesson content moving forward?

Learning Standard(s)

Identify the learning standards that are guiding your lesson design. Standards represent the broad goals of your teaching, and staying focused on them will help you determine your lesson objectives, academic language, assessment, and procedure. Write out the full NJCCS Learning Standard(s) and/or National Content Standards and/or Common Core State Standards that guide the lesson. Both broad standards and subcategories should be included.

Instructional Objectives

List the desired lesson outcomes. Don't try to do too much in one lesson. Each lesson can have 1-3 separate objectives and should focus on what students should know, understand and

be able to do as a result of the lesson. Objectives should be 1) student-oriented; 2) focused on measurable outcomes, not activities; 3) concise and unambiguous; and 4) demonstrate appropriate challenge and rigor based on Revised Bloom’s Taxonomy.

Academic Language

What are the **language functions** (i.e., purpose for the language used, represented by the active/Bloom’s verbs in your instructional objectives) within your lesson? What **vocabulary, syntax, and discourse** will you be explicitly addressing as part of the lesson? What **language support strategies** will you use to support students related to each demand? [Refer to edTPA handout on Academic Language for additional guidance.]

Identified Language Demands	Planned Language Support Strategies
Function(s):	
Vocabulary:	
Syntax:	
Discourse:	

Assessment

How will you know your students “got it,” that they met the objectives? Explain the different ways you will use formative and summative assessment to make sure that all lesson objectives have been met. For each assessment include 1) the product or performance task, 2) the criteria, 3) the scoring tool (e.g. checklist, rubric, answer key, etc.), 4) plan for providing students with feedback, and 5) link each form of assessment to the objectives. It’s useful to create an assessment table that allows you to align the assessments with the objectives and standards. Remember to list summative assessments that may occur later in the unit, such as tests, quizzes or written assignments and attach assignment sheets and rubrics.

Procedure

The procedure is the meat of your lesson plan. You need to describe each stage of the lesson briefly, but in enough detail that another teacher could follow and evaluate your plan easily. Include scripted directions, lecture notes, procedures, and anticipated student responses. Novice teachers need to write out more than experienced teachers, thinking through possible permutations of the lesson and the specific questions they will pose to students to generate discussion. The procedure should be organized in three phases and attend to other components of lesson design: differentiation/UDL, modifications, and technology.

Initial Phase

Motivation/Hook/Focus/Review – At the beginning of the lesson, identify how you will generate student interest. Use an activity, a problem, questioning or a review from a previous lesson to activate the students’ prior knowledge. Always make an explicit connection between the opening and the content of the lesson. Students should know how this material links to what they will learn.

Middle Phase

Outline a systematic sequence of the lesson’s development and include both content and process. Include information on pedagogy and transitions. Make sure your content section reflects your mastery of your subject area.

Concluding Phase

Explain how you will conclude the lesson, summarize the main ideas, and reinforce what students learned during the lesson. Correct misconceptions, if necessary, and include any follow up assignment that students will complete.

Specify the other individual(s) present in the classroom during the lesson (e.g., cooperating teacher, special education teacher, reading specialist, assistant teacher, paraprofessional) who will have an active role. Detail what each adult will be doing (e.g., explain their role during the lesson). Identify the model of co-teaching if applicable.

Additional Components of a Lesson

Every lesson should attend to the following components, and these components should be clear in the procedure. Differentiation and technology use is part of instruction, not a separate component, so you should be thinking about it as you design, not as an add-on.

Differentiation/Whole Class Universal Design for Learning

All lessons should incorporate UDL and differentiate for

- Content-
- Process-
- Product-

For learners who are not classified in your class (e.g., English Language Learners, struggling readers, gifted and talented), specify differentiated strategies.

Learning Needs	Number of Students	Differentiation and Other Supports

Modifications

For students who are classified or whose needs cannot be met through the differentiated instruction/UDL incorporated into lesson design, additional modifications and more intensive supports may be needed. Use the chart below to indicate the specific modifications and/or accommodations you will make for students with IEPs or 504 plans or who are English Language Learners. (Add additional rows as needed.)

Students with IEPs/504 Plans/Language Needs

IEPs/504 Plans/Language Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals

Classification Needs		

Technology Integration

How will technology be used in the lesson? Why? In what ways is using technology building skills for college and career readiness or connecting students to the outside world? How will students access technology? What skills do they need to know/develop to use the technology?

Materials/Resources

List all materials needed for the lesson. Include textbooks, articles, writing materials, and other items students will need to complete student products (APA format required). Attach all materials when submitting a lesson plan. You must also include any technological equipment needed for a lesson.

Indicate, in writing, whether this is an original or adapted lesson plan. If adapted, attach or link the sources of the original lesson(s). In other words, give appropriate credit for the ideas in this lesson.

Responsibilities of the University Supervisor

- Meet with the cooperating teacher and teacher candidate to review routines and schedules during the first visit.
- Conduct a total of 4 observations in the fall and 8 observations in the spring. All visits must be scheduled in advance. No drop-in or surprise visits are permitted.
- Hold a pre-observation conference with the student either to discuss the lesson prior to the observation, in-person or over the phone. The teacher candidate is required to submit the lesson plan to the supervisor the at least 24 hours before the formal observation.
- After the observation hold a post-observation conference. (See handbook for procedures.)
- Submit the observation evaluation through TK20 within one week of the observation. (If you have questions, please contact Dawn LoMauro: dlomauro@drew.edu).
- Be accessible to the teacher candidate via email or by phone as needed throughout the semester.
- Keep the teacher candidate, cooperating teacher and program director abreast of any problems that could hamper the teacher candidate's successful completion of his/her internship.
- Consult with the Cooperating Teacher before determining the teacher candidate's final grade recommendation.
- Attend required trainings and orientations.

Semester	# Observations	O & C Report	CCI
Fall (Clinical Practice I)	4	2	1 (end)
Spring (Clinical Practice II)	8	6	2 (mid, end)