

Clinical Competency Inventory (CCI ver3.3) for Teacher Candidates

FINAL EVALUATION

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual teacher candidates who are completing their clinical practice (student teaching) internship in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2014 New Jersey Professional Standards for Teachers, 2011 InTASC standards, and the current edTPA rubrics that are required of all teacher candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that preservice teachers should demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, “Provides evidence of.” It is expected that the candidate will bring evidence/artifacts of these competencies to the final assessment conference.

The CCI is to be used as a summative assessment and was designed to assess competencies at the completion of Clinical Practice I and at the completion of Clinical Practice II. It is also meant to provide formative feedback during the clinical internship to the clinical intern on the attainment of competencies. It should be used in conjunction with the Observation and Conference Report (O&C) 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 internship. The form should be introduced at the beginning of Clinical Practice I to guide the development of the teacher candidate and to provide feedback on the candidate’s strengths and areas of improvement.

The procedure for using the CCI is as follows:

- 1) Prior to or at the very start of Clinical Practice, the teacher candidate will conduct a self-assessment by completing the Initial CCI.
- 2) At the first visit, the supervisor will review the Observation and Conference Report (O&C) and the Clinical Competency Inventory (CCI) with the cooperating teacher.
- 3) Before the end of Clinical Practice I (midpoint of year-long clinical practice internship), the cooperating teacher and the supervisor observe the candidate together and complete the O&C independently. They are to discuss with the intern what behaviors they observed along with each of the 11 standards, as well as specify areas of strength and areas for improvement.
- 4) At the end of C.P. I, the supervisor and cooperating teacher complete the CCI independently. They are to hold a midpoint conference with the teacher candidate to discuss their midpoint CCI ratings and comments.
- 5) The supervisor and cooperating teacher conduct at least one more common observation together prior to the intern’s final observation by the supervisor and complete the O&C independently. They are to hold another joint post-observation conference with the intern to discuss their ratings and feedback.
- 6) At the completion of the internship, the supervisor and cooperating teacher complete the CCI independently. They are to hold a final conference with the teacher candidate to discuss their final CCI ratings and comments.
- 7) At the completion of Clinical Practice, the teacher candidate will conduct a self-assessment by completing the Final CCI.

Scoring

The following rating scale will be used to score each candidate with a **required benchmark average of 2.5 for a candidate to proceed into Clinical Practice II**, and a **required benchmark average of 3.0 for a candidate to be recommended for certification**.

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

Recommended point value: 0 - 1.4.

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

Recommended point value: 1.5 - 2.74.

3: Proficient (Basic Competence) – The teacher candidate demonstrates 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: 2.75 - 3.4.

4: Advanced Proficient (Exemplary Practice) – The teacher candidate demonstrates 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: 3.5 - 4.0.

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.

For the Final Assessment, please rate all 34 indicators if you can. Use the following scale to assess the candidate (this scale will not be accurate if you skip any item): Advanced Proficient (4) = 136 points; Proficient (3) = 102 points; Novice (2) = 68 points; Emergent (1) = 34 points.

IF ALL INDICATORS ARE USED, A TEACHER CANDIDATE NEEDS AT LEAST 102 POINTS (3.0 AVERAGE) TO BE RECOMMENDED FOR CERTIFICATION. DO NOT COUNT ANY ITEMS YOU DID NOT OBSERVE.

If you did not score all 34 indicators, please calculate the overall score by adding up the total score and dividing that score by the number of indicators (total score ÷ # of indicators you rated).

Schedule for Administering the CCI starting in September 2018 with full year Clinical Practice:

September 2018: Intern completes Initial CCI;

December 2018: Supervisor and cooperating teacher complete separate Midpoint CCIs; and

May 2019: Intern, supervisor, and cooperating teacher complete separate Final CCIs.

| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn. | The clinical intern's lessons: <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; | The clinical intern's lessons: <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. | The clinical intern's lessons: <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. | The clinical intern's lessons: <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. | |
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| <p>1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.</p> | <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 needs some feedback. | <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; • Respects all learners in the classroom through verbal and nonverbal interactions. | <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 and developmental differences in language development; • Respects cultural differences of all learners; • Respects all learners in the classroom through verbal and nonverbal interactions. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners. | The clinical intern's lessons: <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 considering learning differences. | The clinical intern's lessons: <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 needs to include more accommodations for learners. | The clinical intern's lessons include: <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. | The clinical intern's lessons include: <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. | The clinical intern engages in activities that: <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. | The clinical intern engages in activities that: <ul style="list-style-type: none"> • Focuses on holidays and peripheral content related to students' cultural backgrounds; • Incorporate students' cultural heritage. | The clinical intern engages in meaningful lessons that: <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 cultural issues relevant to students' identity; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations. | The clinical intern engages in meaningful lessons that: <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 cultural issues relevant to students' identity; • Relate content from various perspectives; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations. | |

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| <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 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 that involve more than one-word responses; 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 that involve more than one-word responses; 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. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication. | The clinical intern: <ul style="list-style-type: none"> • Needs to work on listening more carefully to learners; • Needs to work on showing a more caring attitude. | The clinical intern: <ul style="list-style-type: none"> • Listens carefully to learners; • Responds respectfully; • Responds neutrally in tone. | The clinical intern: <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. | The clinical intern: <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. | |
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| 3.2 The clinical intern uses effective classroom management techniques. | The clinical intern struggles with classroom management techniques and enforcing classroom rules. | The clinical intern manages the class by: <ul style="list-style-type: none"> • Enforcing effective classroom rules; • Engaging in positive and supportive student-teacher interactions. | The clinical intern manages the class by: <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. | The clinical intern manages the class by: <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. | |
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| <p>3.3 Learners are actively participating and engaged in the lesson.</p> | <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; • Participating; • Raising their hands; • Paying attention at their desks. | <p>Learners are engaged in the lesson by:</p> <ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing; • Actively Participating; • Displaying interest and enthusiasm. | <p>Learners are highly engaged in a model lesson by:</p> <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. | |
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| <p>3.4 Learners are engaged in positive peer relationships through classroom activities.</p> | <p>There is very little collaboration taking place in the classroom, which would enhance positive peer relationships.</p> | <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. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter. | The clinical intern: <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. | The clinical intern: <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. | The clinical intern: <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 command of the subject matter; • 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. | The clinical intern: <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 command of the subject matter; • 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. | |
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| <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. | |
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| <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; • Rarely emphasizes comprehension; • Does not use age-appropriate literacy strategies. | <p>The clinical intern:</p> <ul style="list-style-type: none"> • Tends to use limited resources to teach literacy; • Tends not to stress comprehension; • Needs to use more age-appropriate literacy strategies; • Needs more text-based discussions and writing to reinforce literacy. | <p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; • 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>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; • Stresses comprehension of text through strategy instruction; • 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. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 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 group collaboration nor are learners solving real world problems. | Learners are working predominantly from a textbook or worksheets and occasionally working collaboratively in a group. There is little evidence that they are trying to solve real world problems. | Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different alternatives to solving a problem; • Working collaboratively in a group; • Applying content knowledge to solving a problem. | Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different alternatives to solving a problem; • Working collaboratively in a group; • Applying content knowledge to solving a problem; • Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem. | |

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| <p>5.3 Learners use current resources for content exploration, which may include technological applications.</p> | <p>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.</p> | <p>Learners are using a few different resources such as laptops and books for content research. They mainly use their textbooks as the primary resource.</p> | <p>Learners are:</p> <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. | <p>Learners are:</p> <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. | |
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| <p>5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.</p> | <p>Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.</p> | <p>Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.</p> | <p>Learners apply their content knowledge by:</p> <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. | <p>Learners apply their content knowledge by:</p> <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; • Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations. | |
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| <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. | |
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| <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 reading a variety of resources; • Discussing the value of quantitative reasoning within different content areas such as the arts. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 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. | The lesson plans contain: <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. | The lesson plans contain: <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. | The lesson plans contain: <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. | |
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| 6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners. | The clinical intern provides minimal feedback to the students. | The clinical intern: <ul style="list-style-type: none"> • Provides feedback to learners in a positive manner; • Works with learners to help them understand their own performance. | The clinical intern: <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. | The clinical intern: <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; • 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. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners. | The textbook is used as the only source of material. | The instructional materials and resources used in the lessons rely predominantly on the textbook and a few supplemental sources of material. A variety of resources are not used and/or the resources do not meet the needs of all learners. | The instructional materials and resources used in the lessons: <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; | The instructional materials and resources used in the lessons <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) | |
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| 7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available. | There is little or no technology integration in the lessons. | When available, technology use is predominantly teacher presentations and students are not engaged in using the technology. | When available technology use: <ul style="list-style-type: none"> • Promotes meaningful learning; • Involves the learners who are engaged in using the technology; • Provides interest and meaning to the learning activities. | When available technology use: <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. | |
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| <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). | |
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| <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 skills and learning theory.</p> | <p>The unit:</p> <ul style="list-style-type: none"> • Is not well sequenced; • Needs more definite connection to skills and theory; • Is not developmentally appropriate for the target audience. | <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; • Needs more definite connection to theory; • Is developmentally appropriate for the target audience. | <p>The unit contains:</p> <ul style="list-style-type: none"> • A somewhat organized and sequential development of content, skills and knowledge to support student learning; • Connections to skills and theory; • Is developmentally appropriate for the target audience; Addresses students' prior knowledge. | <p>The unit:</p> <ul style="list-style-type: none"> • Contains a clearly organized and sequential development of content, skills and knowledge to support student learning; • Shows clear connections to developmental and pedagogical theory. • Has clear connections to skills; • Is developmentally appropriate for the target audience; • Builds on students' prior knowledge and prerequisite skills and knowledge; | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 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 direct instruction to whole group | The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: <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. | The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: <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. | |

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| <p>8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).</p> | <p>The clinical intern does not model any strategy or skill before having the learners apply it.</p> | <p>The clinical intern occasionally models a strategy or skill and does a brief think aloud.</p> | <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. | |
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| <p>8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.</p> | <p>The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.</p> | <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; • Monitor and adjust lesson according to formative assessment and time constraints. | <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 introduction, challenging activities, and summary; • Assess the learning outcomes; • Monitor and adjust lesson according to formative assessment and time constraints. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy. | The clinical intern does not provide a reflection on improvement of professional practice. | The clinical intern provides a brief reflection on: <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. | The clinical intern reflects on: <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. | The clinical intern reflects on: <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. | |
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| <p>9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.</p> | <p>The clinical intern needs help in maintaining and analyzing accurate student records.</p> | <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; • Examples of instruments used for assessment. | <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; • Records that are organized, current and accessible; • Examples of instruments used for assessment. | <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; • Records that are organized, current and accessible; • Examples of instruments used for assessment; • Feedback provided to students and parents regarding student growth and achievement. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 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. | |
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| 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 Proficient | Not Observed |
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| The teacher candidate: | | | | | |
| 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 | The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner. | The clinical intern needs to improve in one of the following: <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. | The clinical intern acts in a professionally responsible manner by: <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. | The clinical intern acts in a professionally responsible manner by: <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. | |
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| <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. | |
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| <p>11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.</p> | <p>The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.</p> | <p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze student achievement; • Needs to make more effective use of technology. | <p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in well-constructed communication that is mostly free of spelling and grammatical errors; • Speaks clearly, using standard English; • Uses mathematics to analyze student achievement and for other tasks; • Makes use of technology when available, in planning and implementing lessons. | <p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in clear, well-constructed communication that is free of spelling and grammatical errors; • Writes in an effective manner that is a model of professionalism; • Speaks clearly and articulately in a manner that is professional and intelligent; • Uses mathematics effectively to analyze 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. | |
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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 score (total score of all indicators ÷ # of indicators rated): _____

Comments:
