

## CASE STUDIES

CAEP STANDARDS: R4.1

InTASC STANDARDS: 1-10

NH DOE 610.02: (a) 1-2, (b) (1-2), (c) (1-3), (d) (1-2)

The case study protocol asks participants to teach a complete a series of lesson plans and be evaluated by an EPP trained clinical educator. In addition to the observation and assessment of the lesson (s), the participants are asked to provide their evaluations of their effectiveness from their school supervisor (see Case Study Protocol, Evidence A4.1.a) as well as documentation of their students' learning.

**Cycle 3-Case Study 3- Fall 2022** This case study centered around LP, an SNHU graduate of the undergraduate English secondary education program. LP was in her third year of teaching seventh grade at a NH middle school when the case study was conducted in the fall of 2022. (A4.1b Case Study #3-Fall 2022).

LP prepared a unit on Argument and Public Speaking consisting of multiple lessons. LP was observed by trained EPP personnel using the new instruments adopted for teacher candidates: the Observation and Conference Report (O&C), the Clinical Competency Inventory (CCI), and the disposition survey. All three instruments are aligned with CAEP and InTASC standards. In addition, LP provided her supervisor's evaluation as well as a self-assessment using the CCI.

*Results Case Study 3-- Teacher Effectiveness:* LP was assessed on the CCI and the O&C by the trained observer when teaching her 7<sup>th</sup> grade class. The observer rated the graduate 4 out of 4 in all ten InTASC standards in both instruments. LP evaluated her own teaching utilizing the CCI and rated herself as a 4 in all InTASC standards assessed. Also using the CCI, LP's principal rated the EPP graduate the strongest in Professional Responsibility (4 out of 4) and lowest in Application of Content (InTASC 5). This finding corroborates findings of candidate outcomes across assessments (see CAEP R1 data), and those of Case Study 2 (see SSR). The total score for all InTASC standards for LP as assessed by her principal was 3.6 out of 4/*advanced* (A4.1.b Case Study #3-Fall 2022)

*Results Case Study 3-- Impact on P-12 Learning:* The impact of LP on her students' learning was measured by pre and post scores from the beginning of the unit in November to the end of the unit in December. Responding to the question: "How confident do you feel public speaking in front of a group of people?", 11 out of 17 students (65%) indicated they felt more confident after the unit, 6 (35%) felt equally confident, and only one (less than 1 percent) felt less confident speaking in public. There were 18 students in the original group, but one had no post test scores (A4.1.b Case Study #3-Fall 2022)

**Cycle 3: Case Study 4 Fall 2022**-This case study focuses on CM, an EPP graduate of the post-baccalaureate Social Studies secondary education program. CM was in her second year of teaching at a NH middle school when the case study was conducted in fall 2022. As per the Case Study protocol, CM prepared three lessons on Early Civilizations and was evaluated by a trained EPP observer and her supervisor (principal). In addition, she self-assessed on the InTASC standards.

*Case Study 4- Teacher Effectiveness:* CM was assessed on the CCI and the O&C by the trained EPP observer when teaching her Social Studies class. The observer rated the graduate 4 out of 4 in all ten InTASC standards when assessed with the O&C and gave perfect scores (4 out of 4) to Learner Development, Planning for Instruction, Professional Learning and Ethical Practice, and Professional Responsibility. The lowest scores (3 out of 4) were for Content Knowledge. M evaluated her own teaching utilizing the CCI and rated herself as a 4 in InTASC standards Learner Development, Assessment, Professional Learning and Ethical Practice, and Professional Responsibility.

CM provided the EPP with her principal's evaluation using the school district's formal observation form. The principal assessed CM as "effective" in Domain 1: Planning and Preparation, Domain 2: Learning Environment, Domain 3: Instruction, and Domain 4: Professional Responsibility. CM was judged to be "Highly Effective" in Establishing a Culture for Learning. In addition, CM was given various commendations, among them "provides frequent and appropriate information to families about the instructional programs and conveys information about individual student progress in a culturally sensitive manner. Mrs. M. makes every effort to engage families in the instructional program" (A4.1.c Case Study #4-Fall 2022).

*Case Study 4- Impact on P-12 Learning:* CM measured the impact of her teaching the three lessons through pre-and post-tests. Sixteen students took the pre-test and 15 took both pre-and post-tests. There were 12 items on the tests and gains were made in all 12 items. The accuracy for the pre-test was 63% considering all 12 items, while the accuracy for the 12 responses for the post-test went up to 87%, demonstrating the impact of CM's teaching on her students' learning.

**CASE STUDY #3**  
**FALL 2022**  
**Undergraduate English Secondary Program**

PRE Unit Survey (11/29)						
Student #	How confident do you feel public speaking in front of a group of people?	Do you usually have an appropriate volume level when public speaking?	Do you use an appropriate amount of eye contact when public speaking?	Do you use appropriate body language when public speaking?	When it comes to public speaking, what do you need the most help with?	OPTIONAL: Is there anything else you want me to know about you when it comes to public speaking?
1	3	Yes	Maybe	Yes	Remembering what to say.	
2	2	Maybe	Yes	Maybe	Not stumbling on my words	Sometimes I am a little loud.
3	3	Yes	Yes	Yes	Organizing my thoughts to be meaningful and powerful.	No thank you.
4	4	Yes	Maybe	Maybe	Setting up the writing to be entertaining.	No, thank you.
5	4	Yes	Maybe	Yes	remembering what to say	no
6	4	Yes	No	Yes	Making eye contact with the audience.	I'm great when it comes to dirt bikes.
7	2	Maybe	Yes	Yes	help reading the words	No
8	3	Yes	Maybe	Yes	I think I need help with my confidence and making eye contact with the class.	I think I can speak well in front of a class but I don't have much confidence when doing it.
9	4	Yes	Yes	Yes	nothing	I love it
10	2	Yes	Maybe	Yes	i don't know	no
11	2	Yes	Maybe	Yes	I need help with my confidence.	I have stage fright and do not like speaking to a group of people.
13	1	No	Maybe	Maybe	speaking	
15	2	Maybe	No	Yes	look the people in the eye and speaking up.	no i dont think there is anything
16	2	Yes	Maybe	Maybe	my courage to speak in front of everyone	
17	3	Maybe	Yes	Maybe	Umm..., Like..., etc.	No
18	3	Maybe	Maybe	Maybe	reading clearly	i dont do it alot

This form is designed to provide feedback for the teacher candidates enrolled in an initial educator preparation program. Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our program.

Teacher Candidate: [Redacted] Date: 12/21/22

School-based Clinical Educator: [Redacted], Principal

University-based Clinical Educator: \_\_\_\_\_

Subject/Grade: Grade 7, English

Timing:  Beginning of Semester  Mid-Semester  End of Semester

Semester (enter year):  Fall \_\_\_\_\_  Spring \_\_\_\_\_

Course in which enrolled:

- EDU 487: Student Teaching I
- EDU 490: Student Teaching II
- EDU 632: Clinical Experience II
- SPED 632: Clinical Experience III
- EDU 623: Professional Clinical Experience I
- EDU 626: Professional Clinical Experience II

Who is filling out this form?

- Teacher Candidate
- University-based Clinical Educator
- School-based Clinical Educator

Instructions for the following pages:

Please circle the rating for each performance indicator listed below, with Advanced Proficient indicating the HIGHEST competency and Emergent indicating the LOWEST competency for each criterion. Performance in each area is rated as follows:

- 1: Emergent
- 2: Novice
- 3: Proficient
- 4: Advanced Proficient

# Standard #1: Learner Development

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);</li> <li>Contain objectives that are not written correctly;</li> <li>Are not cognitively challenging;</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);</li> <li>Contain objectives that are not written properly;</li> <li>Show some effort to differentiate instruction but needs improvement;</li> <li>Are somewhat aligned to standards.</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Aligned to standards.</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Take into account each learner's background knowledge and builds on his/her strengths and needs.</li> <li>Are aligned to standards.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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"> <li>Needs more sensitivity to cultural and academic differences of students;</li> <li>Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>Uses academic conversation at times;</li> <li>Respects cultural differences of most learners;</li> <li>Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations;</li> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	
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**Standard #2: Learning Differences**  
EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Use strategies that are not differentiating instruction at all;</li> <li>Is providing the same strategies for all students and not taking into account learning differences.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions;</li> <li>Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners.</li> </ul>	The clinical intern's lessons include: <ul style="list-style-type: none"> <li>Many activities that differentiate the delivery of instruction based on needs of learners;</li> <li>Assessments that accommodate the needs of all learners;</li> <li>Most strategies that support a learning environment that allows all students to succeed.</li> </ul>	The clinical intern's lessons include: <ul style="list-style-type: none"> <li>Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate);</li> <li>Strategies that differentiate the delivery of instruction based on needs of learners;</li> <li>Assessments that accommodate the needs of all learners.</li> </ul>	
	○	○	○	☑	○
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"> <li>Are not sensitive to the diversity of students, families, or the surrounding community.</li> <li>Are devoid of any multicultural content or perspective.</li> </ul>	The clinical intern engages in activities that: <ul style="list-style-type: none"> <li>Focuses on holidays and peripheral content related to students' cultural backgrounds;</li> <li>Incorporate students' cultural heritage.</li> </ul>	The clinical intern engages in meaningful lessons that: <ul style="list-style-type: none"> <li>Reflect the diversity of students, their families, and their communities;</li> <li>Incorporate students' interests and cultural heritage;</li> <li>Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	The clinical intern engages in meaningful lessons that: <ul style="list-style-type: none"> <li>Reflect the diversity of students, their families, and their communities;</li> <li>Incorporate students' interests and cultural heritage;</li> <li>Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>Relate content from various perspectives;</li> <li>Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	
	○	○	○	○	☑

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>Engages the learner in one-word responses most of the time;</li> <li>Does not provide any accommodations to the English language learner;</li> <li>Struggles to provide academic support to the English language learners.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Needs to engage in academic discussions that involve more than one-word responses;</li> <li>Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Provides rudimentary support to the learner in language and literacy development.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Supports the learner in language and literacy development;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Provides the learner with vocabulary reinforcement and/or modifications;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Supports the learner in language and literacy development;</li> <li>Uses the learners' cultural background to contribute to student learning.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Needs to work on listening more carefully to learners;</li> <li>Needs to work on showing a more caring attitude.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Responds neutrally in tone.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Encourages academic conversations and use of academic language with students;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Enforcing effective classroom rules;</li> <li>Engaging in positive and supportive student-teacher interactions.</li> </ul>	The clinical intern manages the class by: <ul style="list-style-type: none"> <li>Enforcing effective classroom rules;</li> <li>Engaging in positive and supportive student- teacher interactions;</li> <li>Facilitating effective student-student interactions;</li> <li>Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	The clinical intern manages the class by: <ul style="list-style-type: none"> <li>Enforcing effective classroom rules;</li> <li>Implementing smooth transitions;</li> <li>Engaging in positive and supportive teacher-student interactions;</li> <li>Facilitating effective student- student interactions;</li> <li>Effectively implementing a variety of groupings and activities;</li> <li>Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.3 Learners are actively participating and engaged in the lesson.	Learners are not engaged in the lesson but are distracted and not paying attention.	Learners are somewhat engaged in the lesson by: <ul style="list-style-type: none"> <li>Discussing;</li> <li>Participating;</li> <li>Raising their hands;</li> <li>Paying attention at their desks.</li> </ul>	Learners are engaged in the lesson by: <ul style="list-style-type: none"> <li>Applying the content through hands-on activities;</li> <li>Discussing;</li> <li>Actively Participating;</li> <li>Displaying interest and enthusiasm.</li> </ul>	Learners are highly engaged in a model lesson by: <ul style="list-style-type: none"> <li>Applying the content through hands-on activities;</li> <li>Discussing;</li> <li>Actively Participating;</li> <li>Displaying interest and enthusiasm;</li> <li>Paying close attention and responding in an enthusiastic and interested manner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	Learners need to: <ul style="list-style-type: none"> <li>Collaborate with peers more frequently.</li> <li>Actively discuss with peers;</li> <li>Coaching/mentoring a peer.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>Collaborating with peers;</li> <li>Actively discussing with peers;</li> <li>Coaching/mentoring a peer;</li> <li>Establishing positive peer interactions.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>Collaborating with peers in cognitively challenging and relevant activities;</li> <li>Actively discussing with peers;</li> <li>Coaching/mentoring a peer;</li> <li>Using positive language to support each other;</li> <li>Establishing positive peer interactions.</li> </ul>	
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**Standard #4: Content Knowledge**

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Does not demonstrate a command of the subject matter;</li> <li>Has not aligned the lesson with any standards;</li> <li>Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a rudimentary command of the subject matter;</li> <li>Incorporates appropriate standard(s) in the lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Relates content to prior student knowledge;</li> <li>Uses effective explanations of key disciplinary concepts;</li> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a deep and broad command of the subject matter;</li> <li>Incorporates the appropriate standard(s) (CCSS, NJLS and/or professional standards) in the lessons;</li> <li>Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Relates content to prior student knowledge;</li> <li>Uses effective explanations of key disciplinary concepts;</li> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a deep and broad command of the subject matter;</li> <li>Incorporates the appropriate standard(s) (NAEYC, CCSS, NJLS and/or professional standards) in the lessons;</li> <li>Teaches the disciplinary vocabulary words associated with the content;</li> <li>Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	
	○	○	○	○ ✓	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>• More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;</li> <li>• Written and oral responses are too low level and need to encourage learners to think critically and solve problems.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Responses written and oral to critical thinking and problem-solving assignments.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Questions generated by the learners that demonstrate critical thinking skills;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Their ability to apply key concepts in the discipline to new disciplinary content;</li> <li>• Responses written and/or oral to critical thinking and problem-solving assignments.</li> </ul>	
	○	○	☑	○	○
<p>4.3 The clinical intern integrates reading, writing, speaking, and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Does not use a variety of print sources to teach literacy;</li> <li>• Rarely emphasizes comprehension;</li> <li>• Does not use age-appropriate literacy strategies.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Tends to use limited resources to teach literacy;</li> <li>• Tends not to stress comprehension;</li> <li>• Needs to use more age-appropriate literacy strategies;</li> <li>• Needs more text-based discussions and writing to reinforce literacy.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text;</li> <li>• Facilitates rich text-based discussions and/or writing;</li> <li>• Uses age-appropriate literacy strategies to promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text through strategy instruction;</li> <li>• Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts;</li> <li>• Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text.</li> </ul>	
	○	○	○	☑	○

## Standard #5: Application of Content

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• Tend to focus on one content area only with little connection to other disciplines;</li> <li>• Have learners engaged in applying concepts and ideas from mainly one content area;</li> </ul>	The clinical intern implements learning experiences that: <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from at least one other content area.</li> </ul>	The clinical intern implements learning experiences that: <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from several content areas;</li> <li>• Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem.</li> </ul>	Learners are actively involved in: <ul style="list-style-type: none"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem;</li> <li>• Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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. They mainly use their textbooks as the primary resource.	Learners are: <ul style="list-style-type: none"> <li>Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>Engaged in discovering new resources available for the exploration/research of the content;</li> <li>Using current events and/or resources for exploration/research of the content.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>Engaged in discovering new resources available for the exploration/research of the content;</li> <li>Using current events and/or resources for exploration/research of the content.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"> <li>Telling a story, recounting an experience, or writing on a topic;</li> <li>Engaging in collaborative discussions;</li> <li>Presenting their ideas/research in a variety of ways.</li> </ul>	Learners apply their content knowledge by: <ul style="list-style-type: none"> <li>Telling a story, recounting an experience, or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details;</li> <li>Engaging in collaborative discussions;</li> <li>Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
5.5 Learners are engaged in literacy activities within content areas.	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. They mainly use their textbooks as the primary resource.	Learners are engaged in: <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Comparing multiple sources of texts;</li> <li>• Using comprehension to help make meaning;</li> <li>• Writing about the content area;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations.</li> </ul>	Learners are engaged in: <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning;</li> <li>• Comparing texts on the same theme and drawing conclusions;</li> <li>• Writing about and/or discussing the content using evidence from the text to support ideas;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations and commenting on it.</li> </ul>	
	○	○	☑	○	○
5.6 Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas.	Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.	Learners use quantitative reasoning occasionally to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies.	Learners are engaged in: <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using mathematics to solve problems;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning.</li> </ul>	Learners are engaged in: <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using concrete objects and manipulatives to solve problems;</li> <li>• Applying mathematical modeling/reasoning to explore the content area;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning within different content areas such as the arts.</li> </ul>	
	○	○	○	○	☑

**Standard #6: Assessment**  
EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</p>	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A general assessment to evaluate the students;</li> <li>• General rubrics, which need more specific criteria and alignment with the objectives/outcomes.</li> <li>• A few formative assessments to monitor learners' progress.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• An assessment to evaluate each objective;</li> <li>• A rubric that is designed to measure objectives;</li> <li>• A few formative assessments that monitor learners' progress;</li> <li>• A benchmark for measuring achievement.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A clear assessment strategy for how each objective will be evaluated;</li> <li>• Rubrics and/or criteria that are designed specifically for each objective;</li> <li>• Formative assessments that are built into the lesson to monitor learners' progress;</li> <li>• A measure or method of collecting data for each objective;</li> <li>• A benchmark for measuring achievement for each objective.</li> </ul>	
	○	○	○ ✓	○	○
<p>6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.</p>	<p>The clinical intern provides minimal feedback to the students.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance;</li> <li>• Provides feedback to students on a continual basis.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction based on students' needs;</li> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Targets the feedback on specific objectives to help increase achievement;</li> <li>• Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;</li> <li>• Provides continuous feedback to learners regarding their future learning goals.</li> </ul>	
	○	○	○ ✓	○	○

**Standard #7: Planning for Instruction**

EXHIBIT.A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.</p>	<p>The textbook is used as the only source of material.</p>	<p>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.</p>	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> <li>· Are well chosen to meet the lesson objectives.</li> <li>· Meet the needs of all learners including struggling readers and English language learners;</li> <li>· Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;</li> </ul>	<ul style="list-style-type: none"> <li>· The instructional materials and resources used in the lessons</li> <li>· Are well chosen to meet the lesson objectives.</li> <li>· Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures;</li> <li>· Meet the needs of all learners including struggling readers and English Language Learners;</li> <li>· Are at appropriate developmental and reading levels to foster an interest in learning for all students;</li> <li>· Are a rich variety (print, video, technology, primary sources, manipulatives).</li> </ul>	
	○	○	○ <input checked="" type="checkbox"/>	○	○
<p>7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.</p>	<p>There is little or no technology integration in the lessons.</p>	<p>When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.</p>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>· Promotes meaningful learning;</li> <li>· Involves the learners who are engaged in using the technology;</li> <li>· Provides interest and meaning to the learning activities.</li> </ul>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>· Promotes meaningful and deep learning;</li> <li>· Involves the learners who are engaged in using the technology;</li> <li>· Is integral to the learning activities;</li> <li>· Provides interest and meaning to the learning activities.</li> </ul>	
	○	○	○	○ <input checked="" type="checkbox"/>	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>• Appropriately written objectives aligned to standards;</li> <li>• A good introduction which may include a motivating hook and/or development of background knowledge;</li> <li>• A good procedure including engaging activities;</li> <li>• A good conclusion that might include a summary and wrap-up of concepts;</li> <li>• An assessment of what was learned.</li> </ul>	<p>The lessons contain:</p> <ul style="list-style-type: none"> <li>• Clear and appropriately written objectives that are aligned to standards;</li> <li>• A well-constructed introduction including a motivating hook and development of background knowledge;</li> <li>• A solid procedure that engages the learner in meaningful and cognitively challenging activities;</li> <li>• A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts;</li> <li>• An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).</li> </ul>	
	○	○	☑	○	○
<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"> <li>• Is not well sequenced;</li> <li>• Needs more definite connection to skills and theory;</li> <li>• is not developmentally appropriate for the target audience.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Is out of balance in terms of sequence and development of content, skills, and knowledge;</li> <li>• Needs more definite connection to theory;</li> <li>• is developmentally appropriate for the target audience.</li> </ul>	<p>The unit contains:</p> <ul style="list-style-type: none"> <li>• A somewhat organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Connections to skills and theory;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Addresses students' prior knowledge.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Contains a clearly organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Shows clear connections to developmental and pedagogical theory.</li> <li>• Has clear connections to skills;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Builds on students' prior knowledge and prerequisite skills and knowledge;</li> </ul>	
	○	○	○	☑	○

## Standard #8: Instructional Strategies

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• Often are “yes” or “no” questions</li> <li>• Ask students about vocabulary words;</li> <li>• Do not use correct academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and discourse;</li> <li>• Ask students about vocabulary words;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and complex discourse;</li> <li>• Address how the text works (asks questions about text structure, author’s purpose, writing style, theme, use of language, etc.);</li> <li>• Ask students about vocabulary;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Participant during student presentations.</li> </ul>	The clinical intern engages in a variety of instructional activities that require different teacher- student interactions, such as: <ul style="list-style-type: none"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Modelling for demonstration of new skills/processes;</li> <li>• Being a participant during student presentations.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: <ul style="list-style-type: none"> <li>Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>Uses Think Alouds to show his/her own thought processes when using the strategy/skill.</li> </ul>	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: <ul style="list-style-type: none"> <li>Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>Uses Think Alouds to show his/her own thought processes when using the strategy/skill;</li> <li>Asks learners to think about and explain the strategies they are using to understand text and/or content.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>Implement a lesson with an introduction, activities, and summary;</li> <li>Assess the learning outcomes.</li> </ul>	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>Keep learners on-task;</li> <li>Minimize time for transitions;</li> <li>Engage learners in achieving learning outcomes;</li> <li>Implement an effective lesson with an introduction, activities, and summary;</li> <li>Assess the learning outcomes;</li> <li>Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>Keep learners on-task with cognitively challenging activities;</li> <li>Minimize time for transitions;</li> <li>Engage learners in achieving learning outcomes;</li> <li>Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;</li> <li>Assess the learning outcomes;</li> <li>Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## Standard #9: Professional Learning and Ethical Practice

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• How the lesson can be improved;</li> <li>• Changes to teacher practice that are superficially related to student learning needs;</li> <li>• A few recommendations for future growth.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Recommendations for future improvement related to standards;</li> <li>• Changes to teacher practice that are related to student learning needs;</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Specific recommendations for future improvement related to standards;</li> <li>• Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory.</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	
	○	○	○ ✓	○	○
9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• A grade book with students' grades;</li> <li>• Records that are somewhat organized, and current;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment;</li> <li>• Feedback provided to students and parents regarding student growth and achievement.</li> </ul>	
	○	○	○ ✓	○	○

**Standard #10: Leadership and Collaboration**  
EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>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.</p>	<p>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</p>	<p>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects, or activities.</p>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Attending professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, or conferences.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Actively participating in professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Providing additional assistance to learners through tutoring before or after school;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.</li> </ul>	
	○	○	○	○ ✓	○

# Standard 11: Professional Responsibility

EXHIBIT A4.1.b

CASE STUDY #3-FALL 2022

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

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students and teachers</li> <li>Always acting in a sound and professionally responsible manner.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students and teachers.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students and teachers;</li> <li>Always acting in a sound and professionally responsible manner.</li> </ul>	
	○	○	○	○✓	○
<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"> <li>Adheres to school professional code of conduct;</li> <li>Maintains a calm demeanor even when under stress;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues in a professional manner;</li> <li>Implements feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern usually: Adheres to school professional code of conduct;</p> <ul style="list-style-type: none"> <li>Maintains a calm demeanor most of the times;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets most deadlines;</li> <li>Implements some of the feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Adheres to school professional code of conduct;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues and supervisor in a professional manner;</li> <li>Implements most suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Adheres to school professional code of conduct;</li> <li>Maintains a calm and collected demeanor even when under stress;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues and supervisor in a professional manner;</li> <li>Poses and listens to constructive suggestions to enhance the teaching and learning process;</li> <li>Implements feedback and suggestions to improve practice.</li> </ul>	
	○	○	○	○✓	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.	The clinical intern: • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze student achievement; • Needs to make more effective use of technology.	The clinical intern: • Writes in well-constructed communication that is mostly free of spelling and grammatical errors; • Speaks clearly, using standard English; • Uses mathematics to analyze student achievement and for other tasks; • Makes use of technology when available, in planning and implementing lessons.	The clinical intern: • Writes in clear, well-constructed communication that is free of spelling and grammatical errors; • Writes in an effective manner that is a model of professionalism; • Speaks clearly and articulately in a manner that is professional and intelligent; • Uses mathematics effectively to analyze 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: 107

**Overall teaching candidate score: total score of all indicators divided by (÷) # of indicators you rated = 3.6**

**OVERALL EVALUATION ASSESSMENT:** ○ Emergent   ○ Novice   ○ Proficient    Advanced   ○ Proficient

**Comments:**

INTENTIONALLY LEFT BLANK

## Professional Disposition Survey

CRITERIA	1.0 Limited/Baseline	2.0 Developing	3.0 Competent	4.0 Accomplished/Capstone
The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.			✓	
The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.				✓
The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.			✓	
The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.				✓
The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.				✓
The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.				✓
The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.			✓	
The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.				✓
The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.				✓
The teacher embraces the challenge of continuous improvement and change.				✓

INTENTIONALLY LEFT BLANK

POST Unit Survey (12/19)						
Student	How confident do you feel public speaking in front of a group of people after going through this unit?	Would you say that you've improved your public speaking skills through this unit?	Did your volume level improve through these lessons?	Did your eye contact improve through these lessons?	Did your body language improve through these lessons?	What's a public speaking skill you want to continue to work on?
1	4	Maybe/Unsure	Yes	Maybe	Maybe	Eye contact
2	4	Yes	Maybe	Yes	Maybe	My volume since sometimes im loud.
4	4	Yes	Yes	Yes	Maybe	I would probably want to work on body language.
5	3	Maybe/Unsure	Yes	Maybe	Maybe	eye contact
6	4	Yes	Yes	Maybe	Yes	Making more eye contact with the audience.
7	3	Yes	Maybe	Maybe	Yes	confidence
9	4	No	Yes	No	No	I feel confident
10	3	Maybe/Unsure	Maybe	Maybe	Maybe	i don,t know
11	3	Yes	Yes	Maybe	Yes	I might want to continue working on eye contact or fidgeting.
12	3	Yes	Yes	Maybe	Maybe	I would need feed back to know that.
13	2	Maybe/Unsure	Maybe	Maybe	Maybe	not messing up while speaking
15	2	Yes	No	No	Yes	facing the audience and speaking up
16	3	Maybe/Unsure	Maybe	Yes	Maybe	confidence
17	3	Yes	Maybe	Yes	Maybe	Still trying to make sure that I'm doing less umm..., like..., etc.
18	3	Yes	Yes	Maybe	Yes	eye contact

## Clinical Competency Inventory (CCI ver3.3) for Teaching Candidates

### Instructions and Overview

#### ***Introduction***

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice (student teaching) experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards, NH DOE 610s and the NH TCAP rubrics that are required of all teaching candidates 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 Hampshire.

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

The CCI is to be used as a summative assessment designed to assess competencies at the completion of the culminating clinical experience, during the last observation. It is also meant to provide formative feedback during clinical experiences 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 university-based clinical educator and the school-based clinical educator have observed throughout the clinical practice. The form should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate’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 university-based clinical educator will review the Observation Form and the CCI with the cooperating teacher.
3. Before the mid-term, the school-based clinical educator and the university-based clinical educator observe the candidate together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 10 standards and specify areas of strength and areas that need improvement.
4. At mid-term, the university-based clinical educator and school-based clinical educator fill in the CCI independently.
5. The university-based clinical educator and the school-based clinical educator will hold a mid-point conference with the teaching candidate to go over the CCI.
6. At the completion of the field placement, the university-based clinical educator and school-based clinical educator fill in the CCI independently and enter the final assessment. They should hold a final conference with the teacher candidate to discuss their ratings.
7. At the completion of the clinical practice, the teaching candidate will do a self-assessment and fill in the CCI.

**Rating of the Form**

The following rating scale will be used to score each candidate **with a required benchmark of 3.0 for a candidate to be recommended for certification BY THE END OF THE PROGRAM.**

**1: Emergent (Exhibits Difficulty)** – The teaching 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: 1.4 - 0*

**2: Novice (Limited Competence)** – The teaching 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: 2.74 – 1.5*

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

*Recommended point value: 3.4 - 2.75*

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

*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.

**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 TEACHING 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).**



<b>Standard #1: Learner Development</b> 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.					
The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);</li> <li>• Contain objectives that are not written correctly;</li> <li>• Are not cognitively challenging;</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);</li> <li>• Contain objectives that are not written properly;</li> <li>• Show some effort to differentiate instruction but needs improvement;</li> <li>• Are somewhat aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>• Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>• Are cognitively challenging for all learners;</li> <li>• Aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>• Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>• Are cognitively challenging for all learners;</li> <li>• Take into account each learner's background knowledge and builds on his/her strengths and needs.</li> <li>• Are aligned to standards.</li> </ul>	
	○	○	○	☒	○



<p>2.2 The clinical intern incorporates multicultural content and perspectives into the lesson.</p>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Are not sensitive to the diversity of students, families or the surrounding community.</li> <li>• Are devoid of any multicultural content or perspective.</li> </ul>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Focuses on holidays and peripheral content related to students’ cultural backgrounds;</li> <li>• Incorporate students’ cultural heritage.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students’ interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students’ interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;</li> <li>• Relate content from various perspectives;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Engages the learner in one-word responses most of the time;</li> <li>• Does not provide any accommodations to the English language learner;</li> <li>• Struggles to provide academic support to the English language learners.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Needs to engage in academic discussions that involve more than one-word responses;</li> <li>• Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>• Provides rudimentary support to the learner in language and literacy development.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Supports the learner in language and literacy development;</li> <li>• Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>• Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides the learner with vocabulary reinforcement and/or modifications;</li> <li>• Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>• Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>• Supports the learner in language and literacy development;</li> <li>• Uses the learners’ cultural background to contribute to student learning.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<b>Standard # 3: Learning Environment</b>					
<b>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.</b>					
The teaching candidate:	<b>Emergent 1 point</b>	<b>Novice 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced Proficient 4 points</b>	<b>Not Observed N/A</b>
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	The clinical intern: • Needs to work on listening more carefully to learners; • Needs to work on showing a more caring attitude.	The clinical intern: • Listens carefully to learners; • Responds respectfully; • Responds neutrally in tone.	The clinical intern: • 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: • 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.	The clinical intern struggles with classroom management techniques and enforcing classroom rules.	The clinical intern manages the class by: • Enforcing effective classroom rules; • Engaging in positive and supportive student-teacher interactions.	The clinical intern manages the class by: • 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: • 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.	
	○	○	○	☒	○

<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"> <li>• Discussing;</li> <li>• Participating;</li> <li>• Raising their hands;</li> <li>• Paying attention at their desks.</li> </ul>	<p>Learners are engaged in the lesson by:</p> <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm.</li> </ul>	<p>Learners are highly engaged in a model lesson by:</p> <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm;</li> <li>• Paying close attention and responding in an enthusiastic and interested manner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Collaborate with peers more frequently.</li> <li>• Actively discuss with peers;</li> <li>• Coaching/mentoring a peer.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Collaborating with peers;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Establishing positive peer interactions.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Collaborating with peers in cognitively challenging and relevant activities;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Using positive language to support each other;</li> <li>• Establishing positive peer interactions.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard #4: Content Knowledge</b>  <b>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</b></p>					
<p>The teaching candidate:</p>	<p><b>Emergent 1 point</b></p>	<p><b>Novice 2 points</b></p>	<p><b>Proficient 3 points</b></p>	<p><b>Advanced Proficient 4 points</b></p>	<p><b>Not Observed N/A</b></p>

<p>4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Does not demonstrate a command of the subject matter;</li> <li>• Has not aligned the lesson with any standards;</li> <li>• Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a rudimentary command of the subject matter;</li> <li>• Incorporates appropriate standard(s) in the lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Relates content to prior student knowledge;</li> <li>• Uses effective explanations of key disciplinary concepts;</li> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a deep and broad command of the subject matter;</li> <li>• Incorporates the appropriate standard(s) (CCSS, NJLS and/or professional standards) in the lessons;</li> <li>• Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Relates content to prior student knowledge;</li> <li>• Uses effective explanations of key disciplinary concepts;</li> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a deep and broad command of the subject matter;</li> <li>• Incorporates the appropriate standard(s) (NAEYC, CCSS, NJLS and/or professional standards) in the lessons;</li> <li>• Teaches the disciplinary vocabulary words associated with the content;</li> <li>• Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;</li> <li>• Written and oral responses are too low level and need to encourage learners to think critically and solve problems.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Responses written and oral to critical thinking and problem-solving assignments.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Questions generated by the learners that demonstrate critical thinking skills;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Their ability to apply key concepts in the discipline to new disciplinary content;</li> <li>• Responses written and/or oral to critical thinking and problem-solving assignments.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p>The teaching candidate:</p>	<p><b>Emergent 1 point</b></p>	<p><b>Novice 2 points</b></p>	<p><b>Proficient 3 points</b></p>	<p><b>Advanced Proficient 4 points</b></p>	<p><b>Not Observed N/A</b></p>

<p>4.3 The clinical intern integrates reading, writing, speaking and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Does not use a variety of print sources to teach literacy;</li> <li>• Rarely emphasizes comprehension;</li> <li>• Does not use age-appropriate literacy strategies.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Tends to use limited resources to teach literacy;</li> <li>• Tends not to stress comprehension;</li> <li>• Needs to use more age-appropriate literacy strategies;</li> <li>• Needs more text-based discussions and writing to reinforce literacy.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text;</li> <li>• Facilitates rich text-based discussions and/or writing;</li> <li>• Uses age-appropriate literacy strategies to promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text through strategy instruction;</li> <li>• Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts;</li> <li>• Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text.</li> </ul>	
<p>○ ○ ○ ○ ☒ ○</p>					

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.</p>	<p>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.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Tend to focus on one content area only with little connection to other disciplines;</li> <li>• Have learners engaged in applying concepts and ideas from mainly one content area;</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from at least one other content area.</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from several content areas;</li> <li>• Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</li> </ul>	
<p>○ ○ ○ ○ ☒ ○</p>					

<p>5.2 Learners apply content knowledge to solve real world problems through collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem.</li> </ul>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem;</li> <li>• Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• Telling a story, recounting an experience or writing on a topic;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas/research in a variety of ways.</li> </ul>	<p>Learners apply their content knowledge by:</p> <ul style="list-style-type: none"> <li>• Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Reading a variety of informational texts;</li> <li>• Comparing multiple sources of texts;</li> <li>• Using comprehension to help make meaning;</li> <li>• Writing about the content area;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning;</li> <li>• Comparing texts on the same theme and drawing conclusions;</li> <li>• Writing about and/or discussing the content using evidence from the text to support ideas;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations and commenting on it.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• Interpreting charts and graphs;</li> <li>• Using mathematics to solve problems;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using concrete objects and manipulatives to solve problems;</li> <li>• Applying mathematical modeling/reasoning to explore the content area;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning within different content areas such as the arts.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</p>	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A general assessment to evaluate the students;</li> <li>• General rubrics, which need more specific criteria and alignment with the objectives/outcomes.</li> <li>• A few formative assessments to monitor learners’ progress.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• An assessment to evaluate each objective;</li> <li>• A rubric that is designed to measure objectives;</li> <li>• A few formative assessments that monitor learners’ progress;</li> <li>• A benchmark for measuring achievement.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A clear assessment strategy for how each objective will be evaluated;</li> <li>• Rubrics and/or criteria that are designed specifically for each objective;</li> <li>• Formative assessments that are built into the lesson to monitor learners’ progress;</li> <li>• A measure or method of collecting data for each objective;</li> <li>• A benchmark for measuring achievement for each objective.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<p>6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.</p>	<p>The clinical intern provides minimal feedback to the students.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance;</li> <li>• Provides feedback to students on a continual basis.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction based on students' needs;</li> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Targets the feedback on specific objectives to help increase achievement;</li> <li>• Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;</li> <li>• Provides continuous feedback to learners regarding their future learning goals.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

**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.

<p>The teaching candidate:</p>	<p><b>Emergent</b> 1 point</p>	<p><b>Novice</b> 2 points</p>	<p><b>Proficient</b> 3 points</p>	<p><b>Advanced Proficient</b> 4 points</p>	<p><b>Not Observed</b> N/A</p>
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<p>7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.</p>	<p>The textbook is used as the only source of material.</p>	<p>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.</p>	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Meet the needs of all learners including struggling readers and English language learners;</li> <li>• Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;</li> </ul>	<p>The instructional materials and resources used in the lessons</p> <ul style="list-style-type: none"> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures;</li> <li>• Meet the needs of all learners including struggling readers and English Language Learners;</li> <li>• Are at appropriate developmental and reading levels to foster an interest in learning for all students;</li> <li>• Are a rich variety (print, video, technology, primary sources, manipulatives).</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p>7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.</p>	<p>There is little or no technology integration in the lessons.</p>	<p>When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.</p>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful and deep learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Is integral to the learning activities;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>



<b>Standard #8: Instructional Strategies</b>					
<b>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.</b>					
<b>The teaching candidate:</b>	<b>Emergent 1 point</b>	<b>Novice 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced Proficient 4 points</b>	<b>Not Observed N/A</b>
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"> <li>• Often are “yes” or “no” questions</li> <li>• Ask students about vocabulary words;</li> <li>• Do not use correct academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and discourse;</li> <li>• Ask students about vocabulary words;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and complex discourse;</li> <li>• Address how the text works (asks questions about text structure, author’s purpose, writing style, theme, use of language, etc.);</li> <li>• Ask students about vocabulary;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	
	○	○	○	☒	○
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"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Participant during student presentations.</li> </ul>	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: <ul style="list-style-type: none"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Modelling for demonstration of new skills/processes;</li> <li>• Being a participant during student presentations.</li> </ul>	
	○	○	○	☒	○

<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"> <li>• Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>• Uses Think Alouds to show his/her own thought processes when using the strategy/skill.</li> </ul>	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> <li>• Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>• Uses Think Alouds to show his/her own thought processes when using the strategy/skill;</li> <li>• Asks learners to think about and explain the strategies they are using to understand text and/or content.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Implement a lesson with an introduction, activities, and summary;</li> <li>• Assess the learning outcomes.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>• Keep learners on-task;</li> <li>• Minimize time for transitions;</li> <li>• Engage learners in achieving learning outcomes;</li> <li>• Implement an effective lesson with an introduction, activities, and summary;</li> <li>• Assess the learning outcomes;</li> <li>• Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>• Keep learners on-task with cognitively challenging activities;</li> <li>• Minimize time for transitions;</li> <li>• Engage learners in achieving learning outcomes;</li> <li>• Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;</li> <li>• Assess the learning outcomes;</li> <li>• Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard #9: Professional Learning and Ethical Practice</b>                  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.</p>					

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• How the lesson can be improved;</li> <li>• Changes to teacher practice that are superficially related to student learning needs;</li> <li>• A few recommendations for future growth.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Recommendations for future improvement related to standards;</li> <li>• Changes to teacher practice that are related to student learning needs;</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Specific recommendations for future improvement related to standards;</li> <li>• Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory.</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• A grade book with students' grades;</li> <li>• Records that are somewhat organized, and current;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment;</li> <li>• Feedback provided to students and parents regarding student growth and achievement.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<b>Standard #10: Leadership and Collaboration</b>					
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.					
The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A

<p>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.</p>	<p>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</p>	<p>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects or activities.</p>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Attending professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, or conferences.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Actively participating in professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Providing additional assistance to learners through tutoring before or after school;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard 11: Professional Responsibility</b></p> <p>Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.</p>					
<p>The teaching candidate:</p>	<p><b>Emergent</b> 1 point</p>	<p><b>Novice</b> 2 points</p>	<p><b>Proficient</b> 3 points</p>	<p><b>Advanced Proficient</b> 4 points</p>	<p><b>Not Observed</b> N/A</p>

<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"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers</li> <li>• Always acting in a sound and professionally responsible manner.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers;</li> <li>• Always acting in a sound and professionally responsible manner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm demeanor even when under stress;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues in a professional manner;</li> <li>• Implements feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm demeanor most of the times;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets most deadlines;</li> <li>• Implements some of the feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues and supervisor in a professional manner;</li> <li>• Implements most suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm and collected demeanor even when under stress;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues and supervisor in a professional manner;</li> <li>• Poses and listens to constructive suggestions to enhance the teaching and learning process;</li> <li>• Implements feedback and suggestions to improve practice.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• Writes in communication that usually has some spelling and grammatical errors;</li> <li>• Speaks using standard English, but may have some language problems;</li> <li>• Needs to use mathematics to analyze student achievement;</li> <li>• Needs to make more effective use of technology.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Writes in well-constructed communication that is mostly free of spelling and grammatical errors;</li> <li>• Speaks clearly, using standard English;</li> <li>• Uses mathematics to analyze student achievement and for other tasks;</li> <li>• Makes use of technology when available, in planning and implementing lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Writes in clear, well-constructed communication that is free of spelling and grammatical errors;</li> <li>• Writes in an effective manner that is a model of professionalism;</li> <li>• Speaks clearly and articulately in a manner that is professional and intelligent;</li> <li>• Uses mathematics effectively to analyze student achievement and for other tasks;</li> <li>• 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.</li> </ul>	
<input type="radio"/>		<input type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>

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: 136

Overall teaching candidate score: total score of all indicators ÷ # of indicators you rated = 4

OVERALL EVALUTION ASSESSMENT:       Emergent    Novice    Proficient    Advanced Proficient

Comments:

This assessment was conducted based on what we do throughout the year.

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## Professional Disposition Survey

<b>CRITERIA</b>	<b>1.0 Limited/Baseline</b>	<b>2.0 Developing</b>	<b>3.0 Competent</b>	<b>4.0 Accomplished/Capstone</b>
The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.				X
The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.				X
The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.				X
The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.				X
The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.				X
The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.				X
The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.				X
The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.				X
The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.				X
The teacher embraces the challenge of continuous improvement and change.				X

**Observation and Conference Report (O&C) - Ver 3**

The purpose of this form is to provide feedback to the teaching candidate on the observed lesson. It is closely aligned with the CCI and will help guide the development of the candidate.

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
1	<p><b>1.Learner Development</b></p> <p><b>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.</b></p>	<p>Exhibits difficulty in implementing and learning experiences and/or interacting with learners.</p>	<p>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.</p>	<p>Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners is sensitive to their needs.</p>	<p>Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.</p>

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
2	<p><b>2. Learning Differences</b></p> <p><b>The candidate uses understanding of individual differences and diverse cultures and community to ensure inclusive learning environments that enable each learner to meet high standards.</b></p>	<p>Prepares and delivers instruction oriented towards the whole class.</p>	<p>Develops and delivers instruction to address the needs of learners on an inconsistent basis.</p>	<p>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.</p>	<p>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.</p>
3	<p><b>3. Learning Environment</b></p> <p><b>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.</b></p>	<p>Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.</p>	<p>Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.</p>	<p>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.</p>	<p>Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite, and sensitive learning environment.</p>

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
4	<p><b>4. Content Knowledge</b></p> <p>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 master of the content.</p>	Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.	Delivers instruction based on superficial content knowledge, theory, and principles of the discipline resulting in inconsistent learning of subject matter.	Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and master of subject matter.	Delivers instruction that demonstrates depth, 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.
5	<p><b>5. Application of Content</b></p> <p>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.</p>	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.	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.	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.	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.

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
6	<p><b>6. Assessment</b></p> <p><b>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.</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
7	<p><b>7. Planning for Instruction</b></p> <p><b>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 the community context.</b></p>	<p>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.</p>	<p>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.</p>	<p>Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of the curriculum, pedagogy, community context, and learners to plan instruction.</p>	<p>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.</p>

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
8	<p><b>8. Instructional Strategies</b></p> <p>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.</p>	Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge	Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.	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.	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.
9	<p><b>9. Professional Learning and Ethical Practice</b></p> <p>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.</p>	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 the learner.	Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without the appropriate modifications to meet the needs of each learner.	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.	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/result and plans lessons that nurture metacognition skills in each learner.

InTASC Standard	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
10	<p><b>10. Leadership and Collaboration</b></p> <p><b>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.</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
11	<p><b>11. Professional Responsibility</b></p> <p><b>The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of all students.</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Clinical Competency Inventory (CCI ver3.3) for Teaching Candidates

### Instructions and Overview

#### ***Introduction***

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice (student teaching) experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards, NH DOE 610s and the NH TCAP rubrics that are required of all teaching candidates 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 Hampshire.

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

The CCI is to be used as a summative assessment designed to assess competencies at the completion of the culminating clinical experience, during the last observation. It is also meant to provide formative feedback during clinical experiences 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 university-based clinical educator and the school-based clinical educator have observed throughout the clinical practice. The form should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate’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 university-based clinical educator will review the Observation Form and the CCI with the cooperating teacher.
3. Before the mid-term, the school-based clinical educator and the university-based clinical educator observe the candidate together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 10 standards and specify areas of strength and areas that need improvement.
4. At mid-term, the university-based clinical educator and school-based clinical educator fill in the CCI independently.
5. The university-based clinical educator and the school-based clinical educator will hold a mid-point conference with the teaching candidate to go over the CCI.
6. At the completion of the field placement, the university-based clinical educator and school-based clinical educator fill in the CCI independently and enter the final assessment. They should hold a final conference with the teacher candidate to discuss their ratings.
7. At the completion of the clinical practice, the teaching candidate will do a self-assessment and fill in the CCI.

**Rating of the Form**

The following rating scale will be used to score each candidate **with a required benchmark of 3.0 for a candidate to be recommended for certification BY THE END OF THE PROGRAM.**

**1: Emergent (Exhibits Difficulty)** – The teaching 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: 1.4 - 0*

**2: Novice (Limited Competence)** – The teaching 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: 2.74 – 1.5*

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

*Recommended point value: 3.4 - 2.75*

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

*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.

**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 TEACHING 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).**



<b>Standard #1: Learner Development</b> 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.					
The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);</li> <li>• Contain objectives that are not written correctly;</li> <li>• Are not cognitively challenging;</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);</li> <li>• Contain objectives that are not written properly;</li> <li>• Show some effort to differentiate instruction but needs improvement;</li> <li>• Are somewhat aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>• Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>• Are cognitively challenging for all learners;</li> <li>• Aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>• Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>• Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>• Are cognitively challenging for all learners;</li> <li>• Take into account each learner's background knowledge and builds on his/her strengths and needs.</li> <li>• Are aligned to standards.</li> </ul>	
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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"> <li>• Needs more sensitivity to cultural and academic differences of students;</li> <li>• Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>• Uses academic conversation at times;</li> <li>• Respects cultural differences of most learners;</li> <li>• Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>• Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>• Respects cultural differences of all learners;</li> <li>• Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> <li>• Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations;</li> <li>• Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>• Respects cultural differences of all learners;</li> <li>• Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Use strategies that are not differentiating instruction at all;</li> <li>• Is providing the same strategies for all students and not taking into account learning differences.</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions;</li> <li>• Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>• Many activities that differentiate the delivery of instruction based on needs of learners;</li> <li>• Assessments that accommodate the needs of all learners;</li> <li>• Most strategies that support a learning environment that allows all students to succeed.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>• Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate);</li> <li>• Strategies that differentiate the delivery of instruction based on needs of learners;</li> <li>• Assessments that accommodate the needs of all learners.</li> </ul>	
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<p>2.2 The clinical intern incorporates multicultural content and perspectives into the lesson.</p>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Are not sensitive to the diversity of students, families or the surrounding community.</li> <li>• Are devoid of any multicultural content or perspective.</li> </ul>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Focuses on holidays and peripheral content related to students' cultural backgrounds;</li> <li>• Incorporate students' cultural heritage.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students' interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students' interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>• Relate content from various perspectives;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	
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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"> <li>• Engages the learner in one-word responses most of the time;</li> <li>• Does not provide any accommodations to the English language learner;</li> <li>• Struggles to provide academic support to the English language learners.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Needs to engage in academic discussions that involve more than one-word responses;</li> <li>• Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>• Provides rudimentary support to the learner in language and literacy development.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Supports the learner in language and literacy development;</li> <li>• Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>• Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides the learner with vocabulary reinforcement and/or modifications;</li> <li>• Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>• Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>• Supports the learner in language and literacy development;</li> <li>• Uses the learners' cultural background to contribute to student learning.</li> </ul>	
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<b>Standard # 3: Learning Environment</b>					
<b>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.</b>					
The teaching candidate:	<b>Emergent 1 point</b>	<b>Novice 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced Proficient 4 points</b>	<b>Not Observed N/A</b>
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	The clinical intern: • Needs to work on listening more carefully to learners; • Needs to work on showing a more caring attitude.	The clinical intern: • Listens carefully to learners; • Responds respectfully; • Responds neutrally in tone.	The clinical intern: • 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: • 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: • Enforcing effective classroom rules; • Engaging in positive and supportive student-teacher interactions.	The clinical intern manages the class by: • 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: • 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"> <li>• Discussing;</li> <li>• Participating;</li> <li>• Raising their hands;</li> <li>• Paying attention at their desks.</li> </ul>	<p>Learners are engaged in the lesson by:</p> <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm.</li> </ul>	<p>Learners are highly engaged in a model lesson by:</p> <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm;</li> <li>• Paying close attention and responding in an enthusiastic and interested manner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Collaborate with peers more frequently.</li> <li>• Actively discuss with peers;</li> <li>• Coaching/mentoring a peer.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Collaborating with peers;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Establishing positive peer interactions.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Collaborating with peers in cognitively challenging and relevant activities;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Using positive language to support each other;</li> <li>• Establishing positive peer interactions.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard #4: Content Knowledge</b>  <b>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</b></p>					
<p>The teaching candidate:</p>	<p><b>Emergent 1 point</b></p>	<p><b>Novice 2 points</b></p>	<p><b>Proficient 3 points</b></p>	<p><b>Advanced Proficient 4 points</b></p>	<p><b>Not Observed N/A</b></p>

<p>4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Does not demonstrate a command of the subject matter;</li> <li>• Has not aligned the lesson with any standards;</li> <li>• Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a rudimentary command of the subject matter;</li> <li>• Incorporates appropriate standard(s) in the lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Relates content to prior student knowledge;</li> <li>• Uses effective explanations of key disciplinary concepts;</li> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a deep and broad command of the subject matter;</li> <li>• Incorporates the appropriate standard(s) (CCSS, NJLS and/or professional standards) in the lessons;</li> <li>• Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Relates content to prior student knowledge;</li> <li>• Uses effective explanations of key disciplinary concepts;</li> <li>• Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>• Demonstrates a deep and broad command of the subject matter;</li> <li>• Incorporates the appropriate standard(s) (NAEYC, CCSS, NJLS and/or professional standards) in the lessons;</li> <li>• Teaches the disciplinary vocabulary words associated with the content;</li> <li>• Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;</li> <li>• Written and oral responses are too low level and need to encourage learners to think critically and solve problems.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Responses written and oral to critical thinking and problem-solving assignments.</li> </ul>	<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"> <li>• Responses to higher order thinking questions raised by the clinical intern;</li> <li>• Questions generated by the learners that demonstrate critical thinking skills;</li> <li>• Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>• Their ability to apply key concepts in the discipline to new disciplinary content;</li> <li>• Responses written and/or oral to critical thinking and problem-solving assignments.</li> </ul>	
	○	○	○	☒	○
<p>The teaching candidate:</p>	<p><b>Emergent 1 point</b></p>	<p><b>Novice 2 points</b></p>	<p><b>Proficient 3 points</b></p>	<p><b>Advanced Proficient 4 points</b></p>	<p><b>Not Observed N/A</b></p>

<p>4.3 The clinical intern integrates reading, writing, speaking and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Does not use a variety of print sources to teach literacy;</li> <li>• Rarely emphasizes comprehension;</li> <li>• Does not use age-appropriate literacy strategies.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Tends to use limited resources to teach literacy;</li> <li>• Tends not to stress comprehension;</li> <li>• Needs to use more age-appropriate literacy strategies;</li> <li>• Needs more text-based discussions and writing to reinforce literacy.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text;</li> <li>• Facilitates rich text-based discussions and/or writing;</li> <li>• Uses age-appropriate literacy strategies to promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses a variety of print sources to teach literacy;</li> <li>• Stresses comprehension of text through strategy instruction;</li> <li>• Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts;</li> <li>• Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development;</li> <li>• Focuses instruction equally on narrative and informational text.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.</p>	<p>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.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Tend to focus on one content area only with little connection to other disciplines;</li> <li>• Have learners engaged in applying concepts and ideas from mainly one content area;</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from at least one other content area.</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>• Connect the content to concepts, issues and relevant ideas from other content area(s);</li> <li>• Have learners actively engaged in applying concepts and ideas from several content areas;</li> <li>• Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</li> </ul>	
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<p>5.2 Learners apply content knowledge to solve real world problems through collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem.</li> </ul>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>• Exploring and/or researching different alternatives to solving a problem;</li> <li>• Working collaboratively in a group;</li> <li>• Applying content knowledge to solving a problem;</li> <li>• Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• Telling a story, recounting an experience or writing on a topic;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas/research in a variety of ways.</li> </ul>	<p>Learners apply their content knowledge by:</p> <ul style="list-style-type: none"> <li>• Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Reading a variety of informational texts;</li> <li>• Comparing multiple sources of texts;</li> <li>• Using comprehension to help make meaning;</li> <li>• Writing about the content area;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning;</li> <li>• Comparing texts on the same theme and drawing conclusions;</li> <li>• Writing about and/or discussing the content using evidence from the text to support ideas;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations and commenting on it.</li> </ul>	<p><input type="radio"/></p>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

<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"> <li>• Interpreting charts and graphs;</li> <li>• Using mathematics to solve problems;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using concrete objects and manipulatives to solve problems;</li> <li>• Applying mathematical modeling/reasoning to explore the content area;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning within different content areas such as the arts.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</p>	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A general assessment to evaluate the students;</li> <li>• General rubrics, which need more specific criteria and alignment with the objectives/outcomes.</li> <li>• A few formative assessments to monitor learners’ progress.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• An assessment to evaluate each objective;</li> <li>• A rubric that is designed to measure objectives;</li> <li>• A few formative assessments that monitor learners’ progress;</li> <li>• A benchmark for measuring achievement.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A clear assessment strategy for how each objective will be evaluated;</li> <li>• Rubrics and/or criteria that are designed specifically for each objective;</li> <li>• Formative assessments that are built into the lesson to monitor learners’ progress;</li> <li>• A measure or method of collecting data for each objective;</li> <li>• A benchmark for measuring achievement for each objective.</li> </ul>	
<p>○ ○ ○ ○ ☒ ○</p>					

<p>6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.</p>	<p>The clinical intern provides minimal feedback to the students.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance;</li> <li>• Provides feedback to students on a continual basis.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction based on students' needs;</li> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Targets the feedback on specific objectives to help increase achievement;</li> <li>• Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;</li> <li>• Provides continuous feedback to learners regarding their future learning goals.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

**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.

<p>The teaching candidate:</p>	<p><b>Emergent</b> 1 point</p>	<p><b>Novice</b> 2 points</p>	<p><b>Proficient</b> 3 points</p>	<p><b>Advanced Proficient</b> 4 points</p>	<p><b>Not Observed</b> N/A</p>
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<p>7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.</p>	<p>The textbook is used as the only source of material.</p>	<p>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.</p>	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Meet the needs of all learners including struggling readers and English language learners;</li> <li>• Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;</li> </ul>	<p>The instructional materials and resources used in the lessons</p> <ul style="list-style-type: none"> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures;</li> <li>• Meet the needs of all learners including struggling readers and English Language Learners;</li> <li>• Are at appropriate developmental and reading levels to foster an interest in learning for all students;</li> <li>• Are a rich variety (print, video, technology, primary sources, manipulatives).</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p>7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.</p>	<p>There is little or no technology integration in the lessons.</p>	<p>When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.</p>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful and deep learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Is integral to the learning activities;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>



<b>Standard #8: Instructional Strategies</b>					
<b>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.</b>					
<b>The teaching candidate:</b>	<b>Emergent 1 point</b>	<b>Novice 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced Proficient 4 points</b>	<b>Not Observed N/A</b>
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"> <li>• Often are “yes” or “no” questions</li> <li>• Ask students about vocabulary words;</li> <li>• Do not use correct academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and discourse;</li> <li>• Ask students about vocabulary words;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	The clinical intern models and uses a variety of questions throughout the lessons that: <ul style="list-style-type: none"> <li>• Challenge students cognitively (why, what if, and how questions);</li> <li>• Advance high-level thinking and complex discourse;</li> <li>• Address how the text works (asks questions about text structure, author’s purpose, writing style, theme, use of language, etc.);</li> <li>• Ask students about vocabulary;</li> <li>• Use appropriate academic language for the discipline.</li> </ul>	
	○	○	○	☒	○
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"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Participant during student presentations.</li> </ul>	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: <ul style="list-style-type: none"> <li>• Direct instruction to full class or small group;</li> <li>• Facilitator and/or coach to small groups or individual students;</li> <li>• Modelling for demonstration of new skills/processes;</li> <li>• Being a participant during student presentations.</li> </ul>	
	○	○	○	☒	○

<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"> <li>• Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>• Uses Think Alouds to show his/her own thought processes when using the strategy/skill.</li> </ul>	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> <li>• Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>• Uses Think Alouds to show his/her own thought processes when using the strategy/skill;</li> <li>• Asks learners to think about and explain the strategies they are using to understand text and/or content.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<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"> <li>• Implement a lesson with an introduction, activities, and summary;</li> <li>• Assess the learning outcomes.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>• Keep learners on-task;</li> <li>• Minimize time for transitions;</li> <li>• Engage learners in achieving learning outcomes;</li> <li>• Implement an effective lesson with an introduction, activities, and summary;</li> <li>• Assess the learning outcomes;</li> <li>• Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>• Keep learners on-task with cognitively challenging activities;</li> <li>• Minimize time for transitions;</li> <li>• Engage learners in achieving learning outcomes;</li> <li>• Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;</li> <li>• Assess the learning outcomes;</li> <li>• Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard #9: Professional Learning and Ethical Practice</b>                  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.</p>					

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• How the lesson can be improved;</li> <li>• Changes to teacher practice that are superficially related to student learning needs;</li> <li>• A few recommendations for future growth.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Recommendations for future improvement related to standards;</li> <li>• Changes to teacher practice that are related to student learning needs;</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	The clinical intern reflects on: <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Specific recommendations for future improvement related to standards;</li> <li>• Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory.</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• A grade book with students' grades;</li> <li>• Records that are somewhat organized, and current;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment.</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment;</li> <li>• Feedback provided to students and parents regarding student growth and achievement.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<b>Standard #10: Leadership and Collaboration</b>					
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.					
The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A

<p>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.</p>	<p>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</p>	<p>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects or activities.</p>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Attending professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, or conferences.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Actively participating in professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Providing additional assistance to learners through tutoring before or after school;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
<p><b>Standard 11: Professional Responsibility</b></p> <p>Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.</p>					
<p>The teaching candidate:</p>	<p><b>Emergent 1 point</b></p>	<p><b>Novice 2 points</b></p>	<p><b>Proficient 3 points</b></p>	<p><b>Advanced Proficient 4 points</b></p>	<p><b>Not Observed N/A</b></p>

<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"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers</li> <li>• Always acting in a sound and professionally responsible manner.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>• Following the school’s professional code of conduct;</li> <li>• Consistently adhering to school and district policies;</li> <li>• Maintaining professional relationships with students and colleagues;</li> <li>• Acting in compliance with school board policies for students and teachers;</li> <li>• Always acting in a sound and professionally responsible manner.</li> </ul>	
<p style="margin: 0;">○ ○ ○ ○ ☒ ○</p>					
<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"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm demeanor even when under stress;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues in a professional manner;</li> <li>• Implements feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm demeanor most of the times;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets most deadlines;</li> <li>• Implements some of the feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues and supervisor in a professional manner;</li> <li>• Implements most suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Adheres to school professional code of conduct;</li> <li>• Maintains a calm and collected demeanor even when under stress;</li> <li>• Dresses professionally;</li> <li>• Is reliable, punctual, and meets deadlines;</li> <li>• Communicates with colleagues and supervisor in a professional manner;</li> <li>• Poses and listens to constructive suggestions to enhance the teaching and learning process;</li> <li>• Implements feedback and suggestions to improve practice.</li> </ul>	
<p style="margin: 0;">○ ○ ○ ○ ☒ ○</p>					

<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"> <li>• Writes in communication that usually has some spelling and grammatical errors;</li> <li>• Speaks using standard English, but may have some language problems;</li> <li>• Needs to use mathematics to analyze student achievement;</li> <li>• Needs to make more effective use of technology.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Writes in well-constructed communication that is mostly free of spelling and grammatical errors;</li> <li>• Speaks clearly, using standard English;</li> <li>• Uses mathematics to analyze student achievement and for other tasks;</li> <li>• Makes use of technology when available, in planning and implementing lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Writes in clear, well-constructed communication that is free of spelling and grammatical errors;</li> <li>• Writes in an effective manner that is a model of professionalism;</li> <li>• Speaks clearly and articulately in a manner that is professional and intelligent;</li> <li>• Uses mathematics effectively to analyze student achievement and for other tasks;</li> <li>• 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.</li> </ul>	
<input type="radio"/>		<input type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>

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: 136

Overall teaching candidate score: total score of all indicators ÷ # of indicators you rated = 4

OVERALL EVALUTION ASSESSMENT:       Emergent    Novice    Proficient    Advanced Proficient

Comments:

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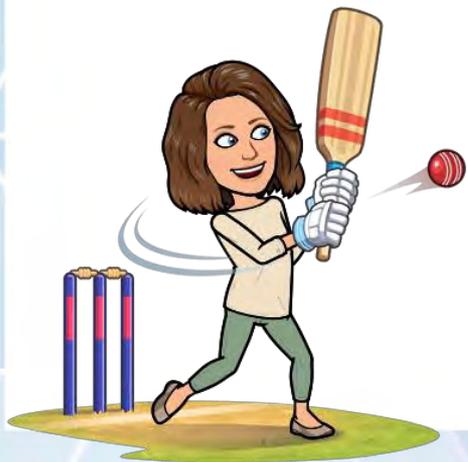
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# Argument & Public Speaking Unit

## Day 2 Classes

# Agenda

1. Independent Reading & Student Check Ins
2. QW #6: *Weather* **or Not...**
3. Two Column Notes
  - a. [Olympic Article](#)



# November 16

## Objective

- I can take effective notes.

## Homework

30 minutes of reading

# Agenda

1. Independent Reading & Student Check Ins
2. Finish Two Column Notes
3. [Information Sheet](#)
4. [Preview Research Topics](#)

# November 18

## Objective

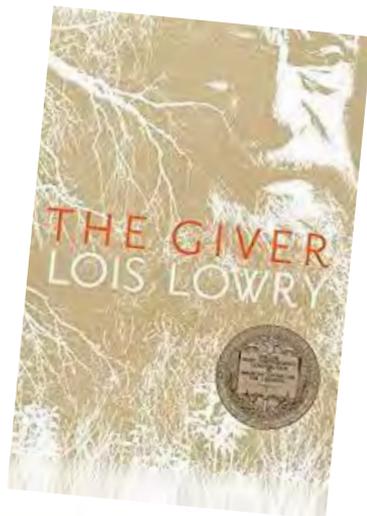
- I can take effective notes.

## Homework

30 minutes of reading  
Finish Olympic Notes (Turn in to folder)  
Decide on research topic

# Agenda

1. Independent Reading & Student Check Ins
2. 1st Chapter Flex Day
3. [Scrabble](#)



# November 22 - FLEX

## Objective

- I can take effective notes.

## Homework

30 minutes of reading  
Decide on research topic

# Agenda

1. Independent Reading & Student Check Ins
2. Public Speaking Form (on GC)
3. [“Be a More Confident Public Speaker”](#) & Public Speaking 101 Worksheet
4. Public Speaking Examples (on GC)



Not sure why there's a koala, but we're going with it! I'll be out at a conference this day so **we'll review this lesson** when I see you on Thursday!

# November 29

## Objective

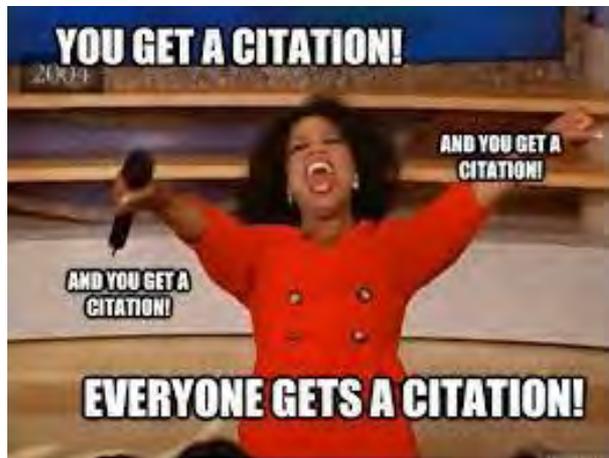
- I can complete a self evaluation.
- I can identify traits of effective public speaking.

## Homework

30 minutes of reading  
Decide on research topic

# Agenda

1. Independent Reading & Student Check Ins
2. Citations with Noodletools
3. Research Time
  - a. Use any feedback left on your Olympic notes to help you!



# December 1

## Objective

- I can cite my sources using MLA format.
- I can create a works cited page.
- I can conduct research.

## Homework

30 minutes of reading

# Agenda

1. Independent Reading & Student Check Ins
2. [Pitch It!](#)
3. 1st Chapter Flex Day
4. Check Grades & Catch Up

Me after I finish a book series because now idk what to do with myself



# December 5 - FLEX

## Objective

- I can use appropriate eye contact when speaking to a group.
- I can use an appropriate volume when speaking to a group.
- I can use appropriate body language when speaking to a group.

## Homework

30 minutes of reading

# Agenda

1. Independent Reading & Student Check Ins
2. QW #7: Favorite Words
3. Research Time
  - a. Remember to cite your sources as you go!



# December 7

## Objective

- I can cite my sources using MLA format.
- I can conduct research.

## Homework

30 minutes of reading

If you did not finish research notes #1 or #2, then you need to finish those

# Agenda

1. Independent Reading & Student Check Ins
2. QW #8: Color of a Smell
3. Research Time
  - a. Remember to cite your sources as you go!
  - b. Turn in ALL 3 sets of notes



# December 9

## Objective

- I can cite my sources using MLA format.
- I can conduct research.

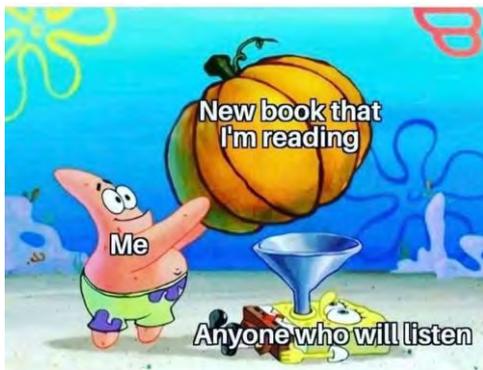
## Homework

30 minutes of reading

**Finish notes if you didn't in class**

# Agenda

1. Independent Reading & Student Check Ins
2. Wrap Up Research
3. [Sample Presentation](#)
4. Time to Build Your Presentation



# December 13

## Objective

- I can create an appropriate visual aid.

## Homework

30 minutes of reading

# Agenda

1. Independent Reading & Student Check Ins
2. QW #9: Freewrite
3. Build Presentations
4. Prepare, prepare, prepare!
  - a. Make note cards if you want them
  - b. Practice your presentation
5. GN Book Talks



# December 15

## Objective

- I can create an appropriate visual aid.

## Homework

30 minutes of reading

Practice your presentation & be ready to present on Friday!

Submit Book Choice Survey by 12/19

# Agenda

1. Independent Reading & Student Check Ins
2. QW #10: Presenting
3. Presentations



# December 19

## Objective

- I can effectively present information.

## Homework

30 minutes of reading  
Submit Book Choice Survey by 12/19

# Agenda

1. Independent Reading & Student Check Ins
2. Finish Presentations
3. Public Speaking Survey
4. Grammar Wall



# December 21

## Objective

- I can effectively present information.

## Homework

30 minutes of reading

<b>Stage 1 - Desired Results</b>	
<b>Established Goals:</b> C4 Research C5 Speaking & Listening	
<b>Understandings:</b> I can conduct research. I can take effective notes. I can prepare for a presentation. I can present information effectively.	<b>Essential Questions:</b> How do you build an argument? What makes an effective public speaker?
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● What a claim is</li> <li>● What evidence is</li> <li>● What a counter argument is</li> <li>● What a rebuttal is</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● Create citations</li> <li>● Conduct research</li> <li>● Take notes</li> <li>● Present information effectively and clearly</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<b>Performance Task:</b> Presentation Research Notes	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Research Notes</li> <li>● Citations</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<b>Learning Activities:</b> Day 1: <ul style="list-style-type: none"> <li>● QW</li> <li>● Guided Research               <ul style="list-style-type: none"> <li>○ <a href="#">Olympics Article</a></li> <li>○ Two Sided Notes (<a href="#">Hard Copy</a> &amp; <a href="#">Digital</a>) w/ <a href="#">KEY</a></li> </ul> </li> </ul> Day 2: <ul style="list-style-type: none"> <li>● Finish Guided Notes</li> <li>● <a href="#">Information Sheet</a></li> <li>● <a href="#">Explore Topics</a></li> </ul> Day 3: <ul style="list-style-type: none"> <li>● <a href="#">Public Speaking Self Assessment</a></li> <li>● <a href="#">Video</a> &amp; <a href="#">Public Speaking 101 Worksheet</a></li> <li>● <a href="#">Public Speaking Examples</a></li> </ul> Day 4: <ul style="list-style-type: none"> <li>● <a href="#">Topic Selection</a></li> <li>● Noodletool Citations (<a href="#">Citation Cheat Sheet</a>)</li> <li>● Time for Research</li> </ul> Day 5: <ul style="list-style-type: none"> <li>● Time for Research</li> </ul> Day 6: <ul style="list-style-type: none"> <li>● Time for Research</li> <li>● If people are ready - Presentation Prep Time (Olympic Example: <a href="#">Graphic Organizer</a> &amp; <a href="#">Presentation</a>)</li> <li>● Build Presentation using <a href="#">Argument Graphic Organizer</a></li> </ul> Day 7: <ul style="list-style-type: none"> <li>● Presentation Prep Time</li> </ul> Day 8:	

- Presentations ([Information Sheet & Rubric](#))

Day 9:

- Presentations ([Information Sheet & Rubric](#)) - if needed
- [Public Speaking Self Assessment](#)

FLEX DAY:

- [Pitch it!](#)

Stage 1 - Desired Results	
<b>Established Goals:</b> C4 Research C5 Speaking & Listening	
<b>Understandings:</b> I can conduct research. I can take effective notes. I can prepare for a presentation. I can present information effectively.	<b>Essential Questions:</b> How do you make your point?
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● What a claim is</li> <li>● What evidence is</li> <li>● What a counter argument is</li> <li>● What a rebuttal is</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● Create citations</li> <li>● Conduct research</li> <li>● Take notes</li> <li>● Present information effectively and clearly</li> </ul>
Stage 2 - Assessment Evidence	
<b>Performance Task:</b> Presentation Research Notes	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Research Notes</li> <li>● Citations</li> </ul>
Stage 3 - Learning Plan	
<b>Learning Activities:</b> Day 1: <ul style="list-style-type: none"> <li>● QW</li> <li>● Guided Research               <ul style="list-style-type: none"> <li>○ <a href="#">Olympics Article</a></li> <li>○ Two Sided Notes (<a href="#">Hard Copy</a> &amp; <a href="#">Digital</a>) w/ <a href="#">KEY</a></li> </ul> </li> </ul> Day 2: <ul style="list-style-type: none"> <li>● <a href="#">Topic Selection</a></li> <li>● <a href="#">Information Sheet</a></li> <li>● Noodletool Citations (<a href="#">Citation Cheat Sheet</a>)</li> <li>● Time for Research</li> </ul> Day 3: <ul style="list-style-type: none"> <li>● Time for Research</li> </ul> Day 4: <ul style="list-style-type: none"> <li>● Time for Research</li> <li>● Presentation Prep Time (Olympic Example: <a href="#">Graphic Organizer</a> &amp; <a href="#">Presentation</a>)</li> <li>● Build Presentation using Argument Graphic Organizer</li> </ul> Day 5: <ul style="list-style-type: none"> <li>● Presentation Prep Time</li> </ul> Day 6: <ul style="list-style-type: none"> <li>● Presentations (<a href="#">Information Sheet &amp; Rubric</a>)</li> </ul> Day 7: <ul style="list-style-type: none"> <li>● Presentations (<a href="#">Information Sheet &amp; Rubric</a>) - if needed</li> </ul> FLEX DAY: <ul style="list-style-type: none"> <li>● <a href="#">Pitch it!</a></li> </ul>	

**CASE STUDY #4**  
**FALL 2022**  
**Post-Baccalaureate**  
**Social Studies Secondary Education Program**

**Standard #1: Learner Development**

The teacher understands 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.

Self Assessment

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);</li> <li>Contain objectives that are not written correctly;</li> <li>Are not cognitively challenging;</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);</li> <li>Contain objectives that are not written properly;</li> <li>Show some effort to differentiate instruction but needs improvement;</li> <li>Are somewhat aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Take into account each learner's background knowledge and builds on his/her strengths and needs.</li> <li>Are aligned to standards.</li> </ul>	
	○	○	○	☑	○
1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Needs more sensitivity to cultural and academic differences of students;</li> <li>Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Uses academic conversation at times;</li> <li>Respects cultural differences of most learners;</li> <li>Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations;</li> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	
	○	○	○	☑	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Use strategies that are not differentiating instruction at all;</li> <li>• Is providing the same strategies for all students and not taking into account learning differences.</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>• Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions;</li> <li>• Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>• Many activities that differentiate the delivery of instruction based on needs of learners;</li> <li>• Assessments that accommodate the needs of all learners;</li> <li>• Most strategies that support a learning environment that allows all students to succeed.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>• Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate);</li> <li>• Strategies that differentiate the delivery of instruction based on needs of learners;</li> <li>• Assessments that accommodate the needs of all learners.</li> </ul>	
	○	○	☑	○	○
<p>2.2 The clinical intern incorporates multicultural content and perspectives into the lesson</p>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Are not sensitive to the diversity of students, families, or the surrounding community.</li> <li>• Are devoid of any multicultural content or perspective.</li> </ul>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>• Focuses on holidays and peripheral content related to students' cultural backgrounds;</li> <li>• Incorporate students' cultural heritage.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students' interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• Reflect the diversity of students, their families, and their communities;</li> <li>• Incorporate students' interests and cultural heritage;</li> <li>• Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>• Relate content from various perspectives;</li> <li>• Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	
	○	○	○	☑	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.	The clinical intern: <ul style="list-style-type: none"> <li>Engages the learner in one-word responses most of the time;</li> <li>Does not provide any accommodations to the English language learner;</li> <li>Struggles to provide academic support to the English language learners.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Needs to engage in academic discussions that involve more than one-word responses;</li> <li>Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Provides rudimentary support to the learner in language and literacy development.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Supports the learner in language and literacy development;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Provides the learner with vocabulary reinforcement and/or modifications;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Supports the learner in language and literacy development;</li> <li>Uses the learners' cultural background to contribute to student learning.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Standard # 3: Learning Environment**

... 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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Needs to work on listening more carefully to learners;</li> <li>Needs to work on showing a more caring attitude.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Responds neutrally in tone.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Encourages academic conversations and use of academic language with students;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>• Enforcing effective classroom rules;</li> <li>• Engaging in positive and supportive student-teacher interactions.</li> </ul>	The clinical intern manages the class by: <ul style="list-style-type: none"> <li>• Enforcing effective classroom rules;</li> <li>• Engaging in positive and supportive student-teacher interactions;</li> <li>• Facilitating effective student-student interactions;</li> <li>• Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	The clinical intern manages the class by: <ul style="list-style-type: none"> <li>• Enforcing effective classroom rules;</li> <li>• Implementing smooth transitions;</li> <li>• Engaging in positive and supportive teacher-student interactions;</li> <li>• Facilitating effective student-student interactions;</li> <li>• Effectively implementing a variety of groupings and activities;</li> <li>• Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.3 Learners are actively participating and engaged in the lesson.	Learners are not engaged in the lesson but are distracted and not paying attention.	Learners are somewhat engaged in the lesson by: <ul style="list-style-type: none"> <li>• Discussing;</li> <li>• Participating;</li> <li>• Raising their hands;</li> <li>• Paying attention at their desks.</li> </ul>	Learners are engaged in the lesson by: <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm.</li> </ul>	Learners are highly engaged in a model lesson by: <ul style="list-style-type: none"> <li>• Applying the content through hands-on activities;</li> <li>• Discussing;</li> <li>• Actively Participating;</li> <li>• Displaying interest and enthusiasm;</li> <li>• Paying close attention and responding in an enthusiastic and interested manner.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	Learners need to: <ul style="list-style-type: none"> <li>• Collaborate with peers more frequently.</li> <li>• Actively discuss with peers;</li> <li>• Coaching/mentoring a peer.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>• Collaborating with peers;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Establishing positive peer interactions.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>• Collaborating with peers in cognitively challenging and relevant activities;</li> <li>• Actively discussing with peers;</li> <li>• Coaching/mentoring a peer;</li> <li>• Using positive language to support each other;</li> <li>• Establishing positive peer interactions.</li> </ul>	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>· Does not demonstrate a command of the subject matter;</li> <li>· Has not aligned the lesson with any standards;</li> <li>· Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>· Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>· Demonstrates a rudimentary command of the subject matter;</li> <li>· Incorporates appropriate standard(s) in the lessons.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>· Relates content to prior student knowledge;</li> <li>· Uses effective explanations of key disciplinary concepts;</li> <li>· Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>· Demonstrates a deep and broad command of the subject matter;</li> <li>· Incorporates the appropriate standard(s) (CCSS, NJS and/or professional standards) in the lessons;</li> <li>· Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	The clinical intern: <ul style="list-style-type: none"> <li>· Relates content to prior student knowledge;</li> <li>· Uses effective explanations of key disciplinary concepts;</li> <li>· Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>· Demonstrates a deep and broad command of the subject matter;</li> <li>· Incorporates the appropriate standard(s) (NAEYC, CCSS, NJS and/or professional standards) in the lessons;</li> <li>· Teaches the disciplinary vocabulary words associated with the content;</li> <li>· Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	
	○	○	○	○	○

The teaching candidate: EXHIBIT A4.1.c	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>· More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;</li> <li>· Written and oral responses are too low level and need to encourage learners to think critically and solve problems.</li> </ul>	<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"> <li>· Responses to higher order thinking questions raised by the clinical intern;</li> <li>· Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>· Responses written and oral to critical thinking and problem-solving assignments.</li> </ul>	<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"> <li>· Responses to higher order thinking questions raised by the clinical intern;</li> <li>· Questions generated by the learners that demonstrate critical thinking skills;</li> <li>· Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>· Their ability to apply key concepts in the discipline to new disciplinary content;</li> <li>· Responses written and/or oral to critical thinking and problem-solving assignments.</li> </ul>	
	○	○	○/✓	○	○
<p>4.3 The clinical intern integrates reading, writing, speaking, and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Does not use a variety of print sources to teach literacy;</li> <li>· Rarely emphasizes comprehension;</li> <li>· Does not use age-appropriate literacy strategies.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Tends to use limited resources to teach literacy;</li> <li>· Tends not to stress comprehension;</li> <li>· Needs to use more age-appropriate literacy strategies;</li> <li>· Needs more text-based discussions and writing to reinforce literacy.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Uses a variety of print sources to teach literacy;</li> <li>· Stresses comprehension of text;</li> <li>· Facilitates rich text-based discussions and/or writing;</li> <li>· Uses age-appropriate literacy strategies to promote learners' literacy development;</li> <li>· Focuses instruction equally on narrative and informational text</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Uses a variety of print sources to teach literacy;</li> <li>· Stresses comprehension of text through strategy instruction;</li> <li>· Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts;</li> <li>· Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development;</li> <li>· Focuses instruction equally on narrative and informational text.</li> </ul>	
	○	○	○	○/✓	○

**Standard #5: Application of Content**

The teacher facilitates 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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.</p>	<p>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.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>· Tend to focus on one content area only with little connection to other disciplines;</li> <li>· Have learners engaged in applying concepts and ideas from mainly one content area;</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>· Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>· Have learners actively engaged in applying concepts and ideas from at least one other content area.</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>· Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>· Have learners actively engaged in applying concepts and ideas from several content areas;</li> <li>· Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</li> </ul>	
	○	○	○	☑	○
<p>5.2 Learners apply content knowledge to solve real world problems with collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>· Exploring and/or researching different alternatives to solving a problem;</li> <li>· Working collaboratively in a group;</li> <li>· Applying content knowledge to solving a problem.</li> </ul>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>· Exploring and/or researching different alternatives to solving a problem;</li> <li>· Working collaboratively in a group;</li> <li>· Applying content knowledge to solving a problem;</li> <li>· Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.</li> </ul>	
	○	☑	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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. They mainly use their textbooks as the primary resource.	Learners are: <ul style="list-style-type: none"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	Learners are: <ul style="list-style-type: none"> <li>• Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>• Engaged in discovering new resources available for the exploration/research of the content;</li> <li>• Using current events and/or resources for exploration/research of the content.</li> </ul>	
	○	○	○	☑	○
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"> <li>• Telling a story, recounting an experience, or writing on a topic;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas/research in a variety of ways.</li> </ul>	Learners apply their content knowledge by: <ul style="list-style-type: none"> <li>• Telling a story, recounting an experience, or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details;</li> <li>• Engaging in collaborative discussions;</li> <li>• Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.</li> </ul>	
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The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
5.5 Learners are engaged in literacy activities within content areas.	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. They mainly use their textbooks as the primary resource.	Learners are engaged in: <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Comparing multiple sources of texts;</li> <li>• Using comprehension to help make meaning;</li> <li>• Writing about the content area;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations.</li> </ul>	Learners are engaged in: <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning;</li> <li>• Comparing texts on the same theme and drawing conclusions;</li> <li>• Writing about and/or discussing the content using evidence from the text to support ideas;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations and commenting on it.</li> </ul>	
	○	○	☑	○	○
5.6 Learners are engaged in activities that promote the value of quantitative reasoning within content areas.	Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.	Learners use quantitative reasoning occasionally to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies.	Learners are engaged in: <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using mathematics to solve problems;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning.</li> </ul>	Learners are engaged in: <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using concrete objects and manipulatives to solve problems;</li> <li>• Applying mathematical modeling/reasoning to explore the content area;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning within different content areas such as the arts.</li> </ul>	
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**Standard #6: Assessment**

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</p>	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>· A general assessment to evaluate the students;</li> <li>· General rubrics, which need more specific criteria and alignment with the objectives/ outcomes.</li> <li>· A few formative assessments to monitor learners' progress.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>· An assessment to evaluate each objective;</li> <li>· A rubric that is designed to measure objectives;</li> <li>· A few formative assessments that monitor learners' progress;</li> <li>· A benchmark for measuring achievement.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>· A clear assessment strategy for how each objective will be evaluated;</li> <li>· Rubrics and/or criteria that are designed specifically for each objective;</li> <li>· Formative assessments that are built into the lesson to monitor learners' progress;</li> <li>· A measure or method of collecting data for each objective;</li> <li>· A benchmark for measuring achievement for each objective.</li> </ul>	
	○	○	○	☑	○
<p>The clinical intern's assessment and provides meaningful and specific feedback to learners.</p>	<p>The clinical intern provides minimal feedback to the students.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Provides feedback to learners in a positive manner;</li> <li>· Works with learners to help them understand their own performance.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Uses assessment data to provide feedback to learners in a positive manner;</li> <li>· Works with learners to help them understand their own performance;</li> <li>· Provides feedback to students on a continual basis.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Uses assessment data to differentiate instruction based on students' needs;</li> <li>· Uses assessment data to provide feedback to learners in a positive manner;</li> <li>· Targets the feedback on specific objectives to help increase achievement;</li> <li>· Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;</li> <li>· Provides continuous feedback to learners regarding their future learning goals.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>· Are well chosen to meet the lesson objectives.</li> <li>· Meet the needs of all learners including struggling readers and English language learners;</li> <li>· Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;</li> </ul>	<ul style="list-style-type: none"> <li>· The instructional materials and resources used in the lessons</li> <li>· Are well chosen to meet the lesson objectives.</li> <li>· Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures;</li> <li>· Meet the needs of all learners including struggling readers and English Language Learners;</li> <li>· Are at appropriate developmental and reading levels to foster an interest in learning for all students;</li> <li>· Are a rich variety (print, video, technology, primary sources, manipulatives).</li> </ul>	
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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"> <li>· Promotes meaningful learning;</li> <li>· Involves the learners who are engaged in using the technology;</li> <li>· Provides interest and meaning to the learning activities.</li> </ul>	When available technology use: <ul style="list-style-type: none"> <li>· Promotes meaningful and deep learning;</li> <li>· Involves the learners who are engaged in using the technology;</li> <li>· Is integral to the learning activities;</li> <li>· Provides interest and meaning to the learning activities.</li> </ul>	
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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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.</p>	<p>The clinical intern does not provide a reflection on improvement of professional practice.</p>	<p>The clinical intern provides a brief reflection on:</p> <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Changes to teacher practice that are superficially related to student learning needs;</li> <li>• A few recommendations for future growth.</li> </ul>	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Recommendations for future improvement related to standards;</li> <li>• Changes to teacher practice that are related to student learning needs;</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> <li>• How the lesson can be improved;</li> <li>• Specific recommendations for future improvement related to standards;</li> <li>• Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory.</li> <li>• Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	
	○	○	○	☑	○
<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"> <li>• A grade book with students' grades;</li> <li>• Records that are somewhat organized, and current;</li> <li>• Examples of instruments used for assessment.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Records with students' assessment scores;</li> <li>• Analysis of data;</li> <li>• District policies regarding record keeping;</li> <li>• Records that are organized, current and accessible;</li> <li>• Examples of instruments used for assessment;</li> <li>• Feedback provided to students and parents regarding student growth and achievement.</li> </ul>	
	○	○	○	☑	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>• Appropriately written objectives aligned to standards;</li> <li>• A good introduction which may include a motivating hook and/or development of background knowledge;</li> <li>• A good procedure including engaging activities;</li> <li>• A good conclusion that might include a summary and wrap-up of concepts;</li> <li>• An assessment of what was learned.</li> </ul>	<p>The lessons contain:</p> <ul style="list-style-type: none"> <li>• Clear and appropriately written objectives that are aligned to standards;</li> <li>• A well-constructed introduction including a motivating hook and development of background knowledge;</li> <li>• A solid procedure that engages the learner in meaningful and cognitively challenging activities;</li> <li>• A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts;</li> <li>• An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).</li> </ul>	
	○	○	○	☑	○
<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"> <li>• Is not well sequenced;</li> <li>• Needs more definite connection to skills and theory;</li> <li>• Is not developmentally appropriate for the target audience.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Is out of balance in terms of sequence and development of content, skills, and knowledge;</li> <li>• Needs more definite connection to theory;</li> <li>• Is developmentally appropriate for the target audience.</li> </ul>	<p>The unit contains:</p> <ul style="list-style-type: none"> <li>• A somewhat organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Connections to skills and theory;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Addresses students' prior knowledge.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Contains a clearly organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Shows clear connections to developmental and pedagogical theory.</li> <li>• Has clear connections to skills;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Builds on students' prior knowledge and prerequisite skills and knowledge;</li> </ul>	
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**Standard #8: Instructional Strategies**

The teacher establishes 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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).</p>	<p>The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.</p>	<p>The clinical intern asks questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>· Often are "yes" or "no" questions</li> <li>· Ask students about vocabulary words;</li> <li>· Do not use correct academic language for the discipline.</li> </ul>	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>· Challenge students cognitively (why, what if, and how questions);</li> <li>· Advance high-level thinking and discourse;</li> <li>· Ask students about vocabulary words;</li> <li>· Use appropriate academic language for the discipline.</li> </ul>	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>· Challenge students cognitively (why, what if, and how questions);</li> <li>· Advance high-level thinking and complex discourse;</li> <li>· Address how the text works (asks questions about text structure, author's purpose, writing style, theme, use of language, etc.);</li> <li>· Ask students about vocabulary;</li> <li>· Use appropriate academic language for the discipline.</li> </ul>	
	○	○	☑	○	○
<p>The clinical intern as his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).</p>	<p>The clinical intern engages in direct instruction only without varying his/her role during the lesson.</p>	<p>The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole group.</p>	<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> <li>· Direct instruction to full class or small group;</li> <li>· Facilitator and/or coach to small groups or individual students;</li> <li>· Participant during student presentations.</li> </ul>	<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> <li>· Direct instruction to full class or small group;</li> <li>· Facilitator and/or coach to small groups or individual students;</li> <li>· Modelling for demonstration of new skills/processes;</li> <li>· Being a participant during student presentations.</li> </ul>	
	○	○	○	☑	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: <ul style="list-style-type: none"> <li>· Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>· Uses Think Alouds to show his/her own thought processes when using the strategy/skill.</li> </ul>	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: <ul style="list-style-type: none"> <li>· Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>· Uses Think Alouds to show his/her own thought processes when using the strategy/skill;</li> <li>· Asks learners to think about and explain the strategies they are using to understand text and/or content.</li> </ul>	
	○	○	☑	○	○
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.	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>· Implement a lesson with an introduction, activities, and summary;</li> <li>· Assess the learning outcomes.</li> </ul>	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>· Keep learners on-task;</li> <li>· Minimize time for transitions;</li> <li>· Engage learners in achieving learning outcomes;</li> <li>· Implement an effective lesson with an introduction, activities, and summary;</li> <li>· Assess the learning outcomes;</li> <li>· Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	The clinical intern uses allotted time to: <ul style="list-style-type: none"> <li>· Keep learners on-task with cognitively challenging activities;</li> <li>· Minimize time for transitions;</li> <li>· Engage learners in achieving learning outcomes;</li> <li>· Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;</li> <li>· Assess the learning outcomes;</li> <li>· Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	
	○	○	○	☑	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>· Attending professional in-service training, school district meetings, conferences, and workshops;</li> <li>· Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>· Attending school meetings such as PTA, faculty meetings, or conferences,</li> </ul>	The clinical intern provides evidence of: <ul style="list-style-type: none"> <li>· Actively participating in professional in-service training, school district meetings, conferences, and workshops;</li> <li>· Providing additional assistance to learners through tutoring before or after school;</li> <li>· Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>· Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.</li> </ul>	
	○	○	○	○	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>· Following the school's professional code of conduct;</li> <li>· Consistently adhering to school and district policies;</li> <li>· Maintaining professional relationships with students and colleagues;</li> <li>· Acting in compliance with school board policies for students and teachers</li> <li>· Always acting in a sound and professionally responsible manner.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>· Following the school's professional code of conduct;</li> <li>· Consistently adhering to school and district policies;</li> <li>· Maintaining professional relationships with students and colleagues;</li> <li>· Acting in compliance with school board policies for students and teachers.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>· Following the school's professional code of conduct;</li> <li>· Consistently adhering to school and district policies;</li> <li>· Maintaining professional relationships with students and colleagues;</li> <li>· Acting in compliance with school board policies for students and teachers;</li> <li>· Always acting in a sound and professionally responsible manner.</li> </ul>	
	○	○	○	○ ✓	○
<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"> <li>· Adheres to school professional code of conduct;</li> <li>· Maintains a calm demeanor even when under stress;</li> <li>· Dresses professionally;</li> <li>· Is reliable, punctual, and meets deadlines;</li> <li>· Communicates with colleagues in a professional manner;</li> <li>· Implements feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> <li>· Adheres to school professional code of conduct;</li> <li>· Maintains a calm demeanor most of the times;</li> <li>· Dresses professionally;</li> <li>· Is reliable, punctual, and meets most deadlines;</li> <li>· Implements some of the feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Adheres to school professional code of conduct;</li> <li>· Dresses professionally;</li> <li>· Is reliable, punctual, and meets deadlines;</li> <li>· Communicates with colleagues and supervisor in a professional manner;</li> <li>· Implements most suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>· Adheres to school professional code of conduct;</li> <li>· Maintains a calm and collected demeanor even when under stress;</li> <li>· Dresses professionally;</li> <li>· Is reliable, punctual, and meets deadlines;</li> <li>· Communicates with colleagues and supervisor in a professional manner;</li> <li>· Poses and listens to constructive suggestions to enhance the teaching and learning process;</li> <li>· Implements feedback and suggestions to improve practice.</li> </ul>	
	○	○	○	○ ✓	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
EXHIBIT A4.1.c 11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.	The clinical intern: • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze student achievement; • Needs to make more effective use of technology.	The clinical intern: • Writes in well-constructed communication that is mostly free of spelling and grammatical errors; • Speaks clearly, using standard English; • Uses mathematics to analyze student achievement and for other tasks; • Makes use of technology when available, in planning and implementing lessons.	The clinical intern: • Writes in clear, well-constructed communication that is free of spelling and grammatical errors; • Writes in an effective manner that is a model of professionalism; • Speaks clearly and articulately in a manner that is professional and intelligent; • Uses mathematics effectively to analyze 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 teaching candidate score: total score of all indicators divided by (+) # of indicators you rated = \_\_\_\_\_**

**OVERALL EVALUATION ASSESSMENT:** ○ Emergent ○ Novice ○ Proficient ○ Advanced ○ Proficient

**Comments:**

EXHIBIT A4.1.c



**Formal Observation**

Teacher's Name: [Redacted]

Evaluator: [Redacted]

School: [Redacted]

Date of Observation: 12/1/2021

Subject: Social Studies

Observation Time: 8:52 AM

**Observation Notes:**

Overall it was a great class. [Redacted] demonstrates flexibility with simultaneous class instruction and live on line instruction.

**Teacher Comments:**

Thank you for the encouraging feedback and observation!

EXHIBIT A4.1.c



**Formal Observation**

Teacher's Name: [Redacted]

Evaluator: [Redacted]

School: [Redacted]

Date of Observation: 12/1/2021

Subject: Social Studies

Observation Time: 8:52 AM

<b>DOMAIN 4: Professional Responsibility</b>	Not Observed	Highly Effective	Effective	Basic	Ineffective
4a. Reflecting on Teacher					
4b. Maintaining Accurate Records			X		
4c. Communicating with Families			X		
4d. Participating in a Professional Community			X		
4e. Growing and Developing Professionally					
4f. Showing Professionalism			X		

**D4: Commendations**

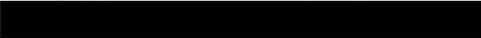
[Redacted] system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

[Redacted] provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. [Redacted] makes every effort to engage families in the instructional program.

**D4: Recommendations**

[Empty box for recommendations]

EXHIBIT A4.1.c



**Formal Observation**

Teacher's Name: [Redacted]

Evaluator: [Redacted]

School: Southside

Date of Observation: 12/1/2021

Subject: Social Studies

Observation Time: 8:52 AM

**DOMAIN 2: Learning Environment (Cont'd)**

**D2: Recommendations**

<b>DOMAIN 3: Instruction</b>	Not Observed	Highly Effective	Effective	Basic	Ineffective
3a. Communicating with Students			X		
3b. Using Appropriate Pedagogy			X		
3c. Engaging Students in Learning			X		
3d. Using Assessment in Instruction					
3e. Demonstrating Flexibility and Responsiveness			X		

**3: Commendations**

[Redacted] explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. Her spoken and written language is clear and correct and is suitable to students' ages and interests.

While the [Redacted] may use some low-level questions, questions are designed to promote student thinking and understanding. She creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. [Redacted] challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

**D3: Recommendations**

EXHIBIT A4.1.c

**Formal Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 12/1/2021

Subject: Social Studies

Observation Time: 8:52 AM

<b>DOMAIN 1: Planning and Preparation</b>	Not Observed	Highly Effective	Effective	Basic	Ineffective
1a. Demonstrating Knowledge of Content and Pedagogy			X		
1b. Demonstrating Knowledge of Students			X		
1c. Setting Instructional Outcomes			X		
1d. Demonstration Knowledge of Resources			X		
1e. Designing Coherent Instruction			X		
1f. Designing Student Assessments					

**D1: Commendations**

[REDACTED] displays solid knowledge of the important concepts in the discipline and how these relate to one another. She demonstrates accurate understanding of prerequisite relationships among topics. [REDACTED] plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

[REDACTED] displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

**D1: Recommendations**

<b>DOMAIN 2: Learning Environment</b>	Not Observed	Highly Effective	Effective	Basic	Ineffective
2a. Creating an Environment of Respect and Rapport			X		
2b. Establishing a Culture for Learning		X			
2c. Managing Procedures			X		
2d. Managing Student Behavior			X		
2e. Organizing Physical Space			X		

**D2: Commendations**

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. [REDACTED] conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

**Standard #1: Learner Development**

The teacher <sup>SNITZ OBSERVER</sup> understands 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. <sup>teacher</sup>

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);</li> <li>Contain objectives that are not written correctly;</li> <li>Are not cognitively challenging;</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);</li> <li>Contain objectives that are not written properly;</li> <li>Show some effort to differentiate instruction but needs improvement;</li> <li>Are somewhat aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Aligned to standards.</li> </ul>	The clinical intern's lessons: <ul style="list-style-type: none"> <li>Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);</li> <li>Address individual developmental differences in the instructional activities by differentiating instruction;</li> <li>Are cognitively challenging for all learners;</li> <li>Take into account each learner's background knowledge and builds on his/her strengths and needs.</li> <li>Are aligned to standards.</li> </ul>	
	○	○	○	●	○
1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Needs more sensitivity to cultural and academic differences of students;</li> <li>Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Uses academic conversation at times;</li> <li>Respects cultural differences of most learners;</li> <li>Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	The clinical intern interacts with learners in a manner that: <ul style="list-style-type: none"> <li>Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations;</li> <li>Encourages academic conversation and accepts linguistic and developmental differences in language development;</li> <li>Respects cultural differences of all learners;</li> <li>Respects all learners in the classroom through verbal and nonverbal interactions.</li> </ul>	
	○	○	○	●	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Use strategies that are not differentiating instruction at all;</li> <li>Is providing the same strategies for all students and not taking into account learning differences.</li> </ul>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions;</li> <li>Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>Many activities that differentiate the delivery of instruction based on needs of learners;</li> <li>Assessments that accommodate the needs of all learners;</li> <li>Most strategies that support a learning environment that allows all students to succeed.</li> </ul>	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> <li>Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate);</li> <li>Strategies that differentiate the delivery of instruction based on needs of learners;</li> <li>Assessments that accommodate the needs of all learners.</li> </ul>	
	○	○	●	○	○
<p>2.2 The clinical intern incorporates multicultural content and perspectives in the lesson</p>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>Are not sensitive to the diversity of students, families, or the surrounding community.</li> <li>Are devoid of any multicultural content or perspective.</li> </ul>	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> <li>Focuses on holidays and peripheral content related to students' cultural backgrounds;</li> <li>Incorporate students' cultural heritage.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>Reflect the diversity of students, their families, and their communities;</li> <li>Incorporate students' interests and cultural heritage;</li> <li>Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> <li>Reflect the diversity of students, their families, and their communities;</li> <li>Incorporate students' interests and cultural heritage;</li> <li>Illustrate and discuss content that addresses social and cultural issues relevant to students' identity;</li> <li>Relate content from various perspectives;</li> <li>Establish an inclusive learning community with clear and explicit guidelines and shared expectations.</li> </ul>	
	○	○	○	●	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Engages the learner in one-word responses most of the time;</li> <li>Does not provide any accommodations to the English language learner;</li> <li>Struggles to provide academic support to the English language learners.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Needs to engage in academic discussions that involve more than one-word responses;</li> <li>Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Provides rudimentary support to the learner in language and literacy development.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Supports the learner in language and literacy development;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Provides the learner with vocabulary reinforcement and/or modifications;</li> <li>Encourages the learner to engage in academic discussions that involve more than one-word responses;</li> <li>Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</li> <li>Supports the learner in language and literacy development;</li> <li>Uses the learners' cultural background to contribute to student learning.</li> </ul>	
	○	○	○	●	○

**Standard # 3: Learning Environment**

1 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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
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"> <li>Needs to work on listening more carefully to learners;</li> <li>Needs to work on showing a more caring attitude.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Responds neutrally in tone.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Listens carefully to learners;</li> <li>Responds respectfully;</li> <li>Gives learners a chance to answer with adequate wait time;</li> <li>Encourages academic conversations and use of academic language with students;</li> <li>Shows warmth and caring in tone and actions.</li> </ul>	
	○	○	○	●	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>3.2 The clinical intern uses effective classroom management techniques.</p>	<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"> <li>Enforcing effective classroom rules;</li> <li>Engaging in positive and supportive student-teacher interactions.</li> </ul>	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> <li>Enforcing effective classroom rules;</li> <li>Engaging in positive and supportive student-teacher interactions;</li> <li>Facilitating effective student-student interactions;</li> <li>Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> <li>Enforcing effective classroom rules;</li> <li>Implementing smooth transitions;</li> <li>Engaging in positive and supportive teacher-student interactions;</li> <li>Facilitating effective student-student interactions;</li> <li>Effectively implementing a variety of groupings and activities;</li> <li>Provides a positive, low risk learning environment that reveals mutual respect among students.</li> </ul>	
	○	○	○	●	○
<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"> <li>Discussing;</li> <li>Participating;</li> <li>Raising their hands;</li> <li>Paying attention at their desks.</li> </ul>	<p>Learners are engaged in the lesson by:</p> <ul style="list-style-type: none"> <li>Applying the content through hands-on activities;</li> <li>Discussing;</li> <li>Actively Participating;</li> <li>Displaying interest and enthusiasm.</li> </ul>	<p>Learners are highly engaged in a model lesson by:</p> <ul style="list-style-type: none"> <li>Applying the content through hands-on activities;</li> <li>Discussing;</li> <li>Actively Participating;</li> <li>Displaying interest and enthusiasm;</li> <li>Paying close attention and responding in an enthusiastic and interested manner.</li> </ul>	
	○	○	○	●	○
<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"> <li>Collaborate with peers more frequently;</li> <li>Actively discuss with peers;</li> <li>Coaching/mentoring a peer.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>Collaborating with peers;</li> <li>Actively discussing with peers;</li> <li>Coaching/mentoring a peer;</li> <li>Establishing positive peer interactions.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>Collaborating with peers in cognitively challenging and relevant activities;</li> <li>Actively discussing with peers;</li> <li>Coaching/mentoring a peer;</li> <li>Using positive language to support each other;</li> <li>Establishing positive peer interactions.</li> </ul>	
	○	○	●	○	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Does not demonstrate a command of the subject matter;</li> <li>Has not aligned the lesson with any standards;</li> <li>Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a rudimentary command of the subject matter;</li> <li>Incorporates appropriate standard(s) in the lessons.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Relates content to prior student knowledge;</li> <li>Uses effective explanations of key disciplinary concepts;</li> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a deep and broad command of the subject matter;</li> <li>Incorporates the appropriate standard(s) (CCSS, NCLS and/ or professional standards) in the lessons;</li> <li>Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Relates content to prior student knowledge;</li> <li>Uses effective explanations of key disciplinary concepts;</li> <li>Uses teaching strategies that foster the understanding of key disciplinary concepts;</li> <li>Demonstrates a deep and broad command of the subject matter;</li> <li>Incorporates the appropriate standard(s) (NAEYC, CCSS, NCLS and/ or professional standards) in the lessons;</li> <li>Teaches the disciplinary vocabulary words associated with the content;</li> <li>Makes the content relevant to everyday life and experiences of the learner.</li> </ul>	
	○	○	●	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;</li> <li>Written and oral responses are too low level and need to encourage learners to think critically and solve problems.</li> </ul>	<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"> <li>Responses to higher order thinking questions raised by the clinical intern;</li> <li>Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>Responses written and oral to critical thinking and problem-solving assignments.</li> </ul>	<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"> <li>Responses to higher order thinking questions raised by the clinical intern;</li> <li>Questions generated by the learners that demonstrate critical thinking skills;</li> <li>Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;</li> <li>Their ability to apply key concepts in the discipline to new disciplinary content;</li> <li>Responses written and/or oral to critical thinking and problem-solving assignments.</li> </ul>	
	○	○	○	○	●
<p>4.3 The clinical intern integrates reading, writing, speaking, and listening.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Does not use a variety of print sources to teach literacy;</li> <li>Rarely emphasizes comprehension;</li> <li>Does not use age-appropriate literacy strategies.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Tends to use limited resources to teach literacy;</li> <li>Tends not to stress comprehension;</li> <li>Needs to use more age-appropriate literacy strategies;</li> <li>Needs more text-based discussions and writing to reinforce literacy.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Uses a variety of print sources to teach literacy;</li> <li>Stresses comprehension of text;</li> <li>Facilitates rich text-based discussions and/or writing;</li> <li>Uses age-appropriate literacy strategies to promote learners' literacy development;</li> <li>Focuses instruction equally on narrative and informational text</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Uses a variety of print sources to teach literacy;</li> <li>Stresses comprehension of text through strategy instruction;</li> <li>Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts;</li> <li>Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development;</li> <li>Focuses instruction equally on narrative and informational text.</li> </ul>	
	○	○	●	○	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.</p>	<p>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.</p>	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> <li>Tend to focus on one content area only with little connection to other disciplines;</li> <li>Have learners engaged in applying concepts and ideas from mainly one content area;</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>Have learners actively engaged in applying concepts and ideas from at least one other content area.</li> </ul>	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> <li>Connect the content to concepts, issues, and relevant ideas from other content area(s);</li> <li>Have learners actively engaged in applying concepts and ideas from several content areas;</li> <li>Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</li> </ul>	
	○	○	●	○	○
<p>5.2 Learners apply content knowledge to solve real world problems through collaboration.</p>	<p>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.</p>	<p>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.</p>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>Exploring and/or researching different alternatives to solving a problem;</li> <li>Working collaboratively in a group;</li> <li>Applying content knowledge to solving a problem.</li> </ul>	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> <li>Exploring and/or researching different alternatives to solving a problem;</li> <li>Working collaboratively in a group;</li> <li>Applying content knowledge to solving a problem;</li> <li>Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.</li> </ul>	
	○	●	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>Engaged in discovering new resources available for the exploration/research of the content;</li> <li>Using current events and/or resources for exploration/research of the content.</li> </ul>	<p>Learners are:</p> <ul style="list-style-type: none"> <li>Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem;</li> <li>Engaged in discovering new resources available for the exploration/research of the content;</li> <li>Using current events and/or resources for exploration/research of the content.</li> </ul>	
	○	○	○	○	●
<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"> <li>Telling a story, recounting an experience, or writing on a topic;</li> <li>Engaging in collaborative discussions;</li> <li>Presenting their ideas/research in a variety of ways.</li> </ul>	<p>Learners apply their content knowledge by:</p> <ul style="list-style-type: none"> <li>Telling a story, recounting an experience, or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details;</li> <li>Engaging in collaborative discussions;</li> <li>Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.</li> </ul>	
	○	○	●	○	○

The teacher candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>5.5 Learners are engaged in literacy activities within content areas.</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 engaged in:</p> <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Comparing multiple sources of texts;</li> <li>• Using comprehension to help make meaning;</li> <li>• Writing about the content area;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Reading a variety of informational texts;</li> <li>• Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning;</li> <li>• Comparing texts on the same theme and drawing conclusions;</li> <li>• Writing about and/or discussing the content using evidence from the text to support ideas;</li> <li>• Learning vocabulary (Tier 1, 2, and 3 words);</li> <li>• Listening to others' research and/or presentations and commenting on it.</li> </ul>	
	○	○	○	○	●
<p>5.6 Learners are engaged in activities that promote the value 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"> <li>• Interpreting charts and graphs;</li> <li>• Using mathematics to solve problems;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning.</li> </ul>	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> <li>• Interpreting charts and graphs;</li> <li>• Using concrete objects and manipulatives to solve problems;</li> <li>• Applying mathematical modeling/reasoning to explore the content area;</li> <li>• Exploring quantitative reasoning when reading a variety of resources;</li> <li>• Discussing the value of quantitative reasoning within different content areas such as the arts.</li> </ul>	
	○	○	●	○	○

**Standard #6: Assessment**

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</p>	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A general assessment to evaluate the students;</li> <li>• General rubrics, which need more specific criteria and alignment with the objectives/outcomes.</li> <li>• A few formative assessments to monitor learners' progress.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• An assessment to evaluate each objective;</li> <li>• A rubric that is designed to measure objectives;</li> <li>• A few formative assessments that monitor learners' progress;</li> <li>• A benchmark for measuring achievement.</li> </ul>	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> <li>• A clear assessment strategy for how each objective will be evaluated;</li> <li>• Rubrics and/or criteria that are designed specifically for each objective;</li> <li>• Formative assessments that are built into the lesson to monitor learners' progress;</li> <li>• A measure or method of collecting data for each objective;</li> <li>• A benchmark for measuring achievement for each objective.</li> </ul>	
	○	○	○	●	○
<p>The clinical intern uses assessment and provides meaningful and specific feedback to learners.</p>	<p>The clinical intern provides minimal feedback to the students.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Provides feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Works with learners to help them understand their own performance;</li> <li>• Provides feedback to students on a continual basis.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>• Uses assessment data to differentiate instruction based on students' needs;</li> <li>• Uses assessment data to provide feedback to learners in a positive manner;</li> <li>• Targets the feedback on specific objectives to help increase achievement;</li> <li>• Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;</li> <li>• Provides continuous feedback to learners regarding their future learning goals.</li> </ul>	
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**Standard #7: Planning for Instruction**

EXHIBIT A4.1.c

CASE STUDY #4-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.</p>	<p>The textbook is used as the only source of material.</p>	<p>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.</p>	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Meet the needs of all learners including struggling readers and English language learners;</li> <li>• Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;</li> </ul>	<ul style="list-style-type: none"> <li>• The instructional materials and resources used in the lessons</li> <li>• Are well chosen to meet the lesson objectives.</li> <li>• Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures;</li> <li>• Meet the needs of all learners including struggling readers and English Language Learners;</li> <li>• Are at appropriate developmental and reading levels to foster an interest in learning for all students;</li> <li>• Are a rich variety (print, video, technology, primary sources, manipulatives).</li> </ul>	
	○	○	○	●	○
<p>7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.</p>	<p>There is little or no technology integration in the lessons.</p>	<p>When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.</p>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	<p>When available technology use:</p> <ul style="list-style-type: none"> <li>• Promotes meaningful and deep learning;</li> <li>• Involves the learners who are engaged in using the technology;</li> <li>• Is integral to the learning activities;</li> <li>• Provides interest and meaning to the learning activities.</li> </ul>	
	○	○	○	○	●

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>7.3 The clinical intern designs and implements the 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"> <li>• Appropriately written objectives aligned to standards;</li> <li>• A good introduction which may include a motivating hook and/or development of background knowledge;</li> <li>• A good procedure including engaging activities;</li> <li>• A good conclusion that might include a summary and wrap-up of concepts;</li> <li>• An assessment of what was learned.</li> </ul>	<p>The lessons contain:</p> <ul style="list-style-type: none"> <li>• Clear and appropriately written objectives that are aligned to standards;</li> <li>• A well-constructed introduction including a motivating hook and development of background knowledge;</li> <li>• A solid procedure that engages the learner in meaningful and cognitively challenging activities;</li> <li>• A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts;</li> <li>• An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).</li> </ul>	
	○	○	○	Ⓢ	○
<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"> <li>• Is not well sequenced;</li> <li>• Needs more definite connection to skills and theory;</li> <li>• Is not developmentally appropriate for the target audience.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Is out of balance in terms of sequence and development of content, skills, and knowledge;</li> <li>• Needs more definite connection to theory;</li> <li>• Is developmentally appropriate for the target audience.</li> </ul>	<p>The unit contains:</p> <ul style="list-style-type: none"> <li>• A somewhat organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Connections to skills and theory;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Addresses students' prior knowledge.</li> </ul>	<p>The unit:</p> <ul style="list-style-type: none"> <li>• Contains a clearly organized and sequential development of content, skills, and knowledge to support student learning;</li> <li>• Shows clear connections to developmental and pedagogical theory.</li> <li>• Has clear connections to skills;</li> <li>• Is developmentally appropriate for the target audience;</li> <li>• Builds on students' prior knowledge and prerequisite skills and knowledge.</li> </ul>	
	○	○	○	Ⓢ	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).</p>	<p>The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.</p>	<p>The clinical intern asks questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>- Often are "yes" or "no" questions</li> <li>- Ask students about vocabulary words;</li> <li>- Do not use correct academic language for the discipline.</li> </ul>	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>- Challenge students cognitively (why, what if, and how questions);</li> <li>- Advance high-level thinking and discourse;</li> <li>- Ask students about vocabulary words;</li> <li>- Use appropriate academic language for the discipline.</li> </ul>	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> <li>- Challenge students cognitively (why, what if, and how questions);</li> <li>- Advance high-level thinking and complex discourse;</li> <li>- Address how the text works (asks questions about text structure, author's purpose, writing style, theme, use of language, etc.);</li> <li>- Ask students about vocabulary;</li> <li>- Use appropriate academic language for the discipline.</li> </ul>	
	○	○	Ⓢ	○	○
<p>? The clinical intern defines his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).</p>	<p>The clinical intern engages in direct instruction only without varying his/her role during the lesson.</p>	<p>The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole group.</p>	<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> <li>- Direct instruction to full class or small group;</li> <li>- Facilitator and/or coach to small groups or individual students;</li> <li>- Participant during student presentations.</li> </ul>	<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> <li>- Direct instruction to full class or small group;</li> <li>- Facilitator and/or coach to small groups or individual students;</li> <li>- Modelling for demonstration of new skills/processes;</li> <li>- Being a participant during student presentations.</li> </ul>	
	○	○	○	Ⓢ	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>- Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>- Uses Think Alouds to show his/her own thought processes when using the strategy/skill.</li> </ul>	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> <li>- Models how to apply a specific strategy/skill before having students practice or apply it;</li> <li>- Uses Think Alouds to show his/her own thought processes when using the strategy/skill;</li> <li>- Asks learners to think about and explain the strategies they are using to understand text and/or content.</li> </ul>	
	○	○	○	○	●
<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"> <li>- Implement a lesson with an introduction, activities, and summary;</li> <li>- Assess the learning outcomes.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>- Keep learners on-task;</li> <li>- Minimize time for transitions;</li> <li>- Engage learners in achieving learning outcomes;</li> <li>- Implement an effective lesson with an introduction, activities, and summary;</li> <li>- Assess the learning outcomes;</li> <li>- Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> <li>- Keep learners on-task with cognitively challenging activities;</li> <li>- Minimize time for transitions;</li> <li>- Engage learners in achieving learning outcomes;</li> <li>- Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;</li> <li>- Assess the learning outcomes;</li> <li>- Monitor and adjust lesson according to formative assessment and time constraints.</li> </ul>	
	○	○	○	●	○

**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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.</p>	<p>The clinical intern does not provide a reflection on improvement of professional practice.</p>	<p>The clinical intern provides a brief reflection on:</p> <ul style="list-style-type: none"> <li>How the lesson can be improved;</li> <li>Changes to teacher practice that are superficially related to student learning needs;</li> <li>A few recommendations for future growth.</li> </ul>	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> <li>How the lesson can be improved;</li> <li>Recommendations for future improvement related to standards;</li> <li>Changes to teacher practice that are related to student learning needs;</li> <li>Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> <li>How the lesson can be improved;</li> <li>Specific recommendations for future improvement related to standards;</li> <li>Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory.</li> <li>Examples of how she/he considered students' needs, interests, and skills.</li> </ul>	
	○	○	○	○	●
<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"> <li>A grade book with students' grades;</li> <li>Records that are somewhat organized, and current;</li> <li>Examples of instruments used for assessment.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>Records with students' assessment scores;</li> <li>Analysis of data;</li> <li>District policies regarding record keeping;</li> <li>Records that are organized, current and accessible;</li> <li>Examples of instruments used for assessment.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>Records with students' assessment scores;</li> <li>Analysis of data;</li> <li>District policies regarding record keeping;</li> <li>Records that are organized, current and accessible;</li> <li>Examples of instruments used for assessment;</li> <li>Feedback provided to students and parents regarding student growth and achievement.</li> </ul>	
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**Standard #10: Leadership and Collaboration**

EXHIBIT A4.1.c

CASE STUDY #4-FALL 2022

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.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<p>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.</p>	<p>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</p>	<p>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects, or activities.</p>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Attending professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, or conferences.</li> </ul>	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> <li>• Actively participating in professional in-service training, school district meetings, conferences, and workshops;</li> <li>• Providing additional assistance to learners through tutoring before or after school;</li> <li>• Participating in school activities such as plays, concerts, trips, sports, and celebrations;</li> <li>• Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.</li> </ul>	
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**Standard 11: Professional Responsibility**

EXHIBIT A4.1.c

CASE STUDY #4-FALL 2022

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

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
<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"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students and teachers</li> <li>Always acting in a sound and professionally responsible manner.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students' and teachers.</li> </ul>	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> <li>Following the school's professional code of conduct;</li> <li>Consistently adhering to school and district policies;</li> <li>Maintaining professional relationships with students and colleagues;</li> <li>Acting in compliance with school board policies for students and teachers;</li> <li>Always acting in a sound and professionally responsible manner.</li> </ul>	
	○	○	○	○	⓪
<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"> <li>Adheres to school professional code of conduct;</li> <li>Maintains a calm demeanor even when under stress;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues in a professional manner;</li> <li>Implements feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> <li>Adheres to school professional code of conduct;</li> <li>Maintains a calm demeanor most of the times;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets most deadlines;</li> <li>Implements some of the feedback and suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Adheres to school professional code of conduct;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues and supervisor in a professional manner;</li> <li>Implements most suggestions to improve practice.</li> </ul>	<p>The clinical intern:</p> <ul style="list-style-type: none"> <li>Adheres to school professional code of conduct;</li> <li>Maintains a calm and collected demeanor even when under stress;</li> <li>Dresses professionally;</li> <li>Is reliable, punctual, and meets deadlines;</li> <li>Communicates with colleagues and supervisor in a professional manner;</li> <li>Poses and listens to constructive suggestions to enhance the teaching and learning process;</li> <li>Implements feedback and suggestions to improve practice.</li> </ul>	
	○	○	○	⓪	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.	The clinical intern: • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze student achievement; • Needs to make more effective use of technology.	The clinical intern: • Writes in well-constructed communication that is mostly free of spelling and grammatical errors; • Speaks clearly using standard English; • Uses mathematics to analyze student achievement and for other tasks; • Makes use of technology when available, in planning and implementing lessons.	The clinical intern: • Writes in clear, well-constructed communication that is free of spelling and grammatical errors; • Writes in an effective manner that is a model of professionalism; • Speaks clearly and articulately in a manner that is professional and intelligent; • Uses mathematics effectively to analyze 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 teaching candidate score: total score of all indicators divided by (÷) # of indicators you rated = \_\_\_\_\_**

**OVERALL EVALUATION ASSESSMENT:** ○ Emergent ○ Novice ○ Proficient ○ Advanced ○ Proficient

**Comments:**



*Observer*

CASE STUDY #4-FALL 2022  
*Grade 6*



*Teacher*

**Observation and Conference Report - Ver 3**

The purpose of this form is to provide feedback to the teaching candidate on the observed lesson. It is closely aligned with the CCI and will help guide the development of the candidate.

INTASC	Criterion	1. Emergent	2. Novice	3. Proficient	4. Advanced Proficient
<b>1</b>	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.	Exhibits difficulty in implementing and learning experiences and/or interacting with learners.	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.	Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners is sensitive to their needs.	Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.
<b>2</b>	2. Learning Differences The candidate uses understanding of individual differences and diverse cultures and community to ensure inclusive learning environments that enable each learner to meet high standards.	Prepares and delivers instruction oriented towards the whole class.	Develops and delivers instruction to address the needs of learners on an inconsistent basis.	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.	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.
<b>3</b>	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.	Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.	Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.	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.	Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite, and sensitive learning environment.

INTESA EXHIBIT A4.1.c	Criterion	1. Emerging	2. Basic	3. Proficient	4. Advanced Proficient
<p style="text-align: center;"><b>4</b></p>	<p><b>4. Content Knowledge</b> 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 master of the content.</p>	<p>Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.</p>	<p>Delivers instruction based on superficial content knowledge, theory, and principles of the discipline resulting in inconsistent learning of subject matter.</p>	<p>Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and master of subject matter.</p>	<p>Delivers instruction that demonstrates depth, 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.</p> <p style="text-align: right;">✓</p>
<p style="text-align: center;"><b>5</b></p>	<p><b>5. Application of Content</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p style="text-align: right;">✓</p>
<p style="text-align: center;"><b>6</b></p>	<p><b>6. Assessment</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p style="text-align: right;">✓</p>

INTASC EXHIBIT A4.1.c	Criterion	1. Beginning	2. Developing	3. Proficient	4. Advanced Proficient
<p><b>7</b></p>	<p><b>7. Planning for Instruction</b> 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 the community context.</p>	<p>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.</p>	<p>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.</p>	<p>Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of the curriculum, pedagogy, community context, and learners to plan instruction.</p>	<p>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.</p> <p>✓</p>
<p><b>8</b></p>	<p><b>8. Instructional Strategies</b> 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.</p>	<p>Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge</p>	<p>Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.</p>	<p>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.</p>	<p>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.</p> <p>✓</p>
<p><b>9</b></p>	<p><b>9. Professional Learning and Ethical Practice</b> 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.</p>	<p>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 the learner.</p>	<p>Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without the appropriate modifications to meet the needs of each learner.</p>	<p>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.</p>	<p>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/result and plans lessons that nurture metacognition skills in each learner.</p> <p>✓</p>

10	10. Leadership and Collaboration	1. Emerging	2. Basic	3. Proficient	4. Advanced Proficient
<p><b>10</b></p>	<p><b>10. Leadership and Collaboration</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>11</b></p>	<p><b>11. Professional Responsibility</b> The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of all students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>