

CASE STUDIES**CAEP STANDARDS: R4.1, R4.2****InTASC STANDARDS: 1-10****NH DOE 610.02: (a) 1-2), (b) (1-2), (c) (1-3), (d) (1-2)**

In NH, there is no mechanism by which the NH Department of Education shares data relative to the effectiveness of EPP completers on the learning of their P-12 students. Because of this, the EPP faces challenges generating meaningful data to demonstrate the effectiveness of individual completer's instruction on P-12 student learning and development. In response to this need for impact data, the EPP developed a case study in which program completers who are in their first, second or third year of in-service teaching complete a series of lesson plans and are observed teaching a lesson which is to be evaluated by a clinical educator. The first case study was conducted during Spring 2021. This first case study was originally scheduled for the 2019-2020 academic year but was put on hold as the Covid 19 Pandemic unfolded. Due to the pandemic, the next opportunity to conduct a case study was during the Spring of 2022. The next case study is scheduled to be completed during the 2022-2023 academic year and will focus on a completer from one of the Secondary Education programs.

Case Study 1 -Pilot. Spring 2021--The first case study centered on alumni JE who graduated from SNHU's School of Education in 2019 with a major in Elementary Education and was in her second year of full-time teaching in kindergarten at the time of the case study. JE's case study participation involved several weeks in the spring of 2021 amidst the COVID-19 pandemic. Because of the pandemic, on-site observations and interviews were not permitted. Due to non-access to direct observation, lessons were video-recorded.

The content of the study is based on three videos of the teacher and her students in the classroom of twelve kindergarten students. The focus of the work was to introduce and learn four digraph sounds (CH, WH, SH, TH). Pre- and post- lessons results were obtained.

The three video-recorded lessons were evaluated by a trained observer using an observation tool aligned with the NH Teacher Candidate Assessment of Performance (TCAP) and InTASC standards. In addition, JE self-assessed on the InTASC standards and was assessed by her employer on the same standards.

In all video segments, her interactions with students were positive, encouraging and non-indicative of learner struggles beyond typical redirections of attention.

Results Case Study 1: Teacher Effectiveness: JE was rated highly by her principal on the InTASC standards. Of the ten InTASC standards, JE's employer rated her as well prepared in standards 5, 7, 9, and 10: Content Knowledge, Planning, Professional Knowledge and Reflection, and Leadership and Collaboration. The mean score for JE's principal evaluation was 3.6 out of a possible 4, demonstrating JE's effectiveness as a teacher.

The trained observer rated JE on her teaching a series of lessons. The overall mean of the observations on the InTASC standards was 2.50 out of 3, with the highest scores for Planning, Content, Application of Content, Diverse Learners, Classroom Environment, Student Learning, Reflection and Collaboration.

Impact on P-12 learning: JE pre-tested her 12 kindergarten students prior to teaching a series of lessons focused on learning four digraph sounds (CH, WH, SH, TH). Of the twelve children, two had IEPs, and were not pre-tested. Of the remaining ten, all made gains in all sounds taught. The mean for the 10 children in the pre-assessment was 1.8, the mean for the post-assessment was 6.7, showing the JE had a positive impact on the kindergarteners' learning.

Case Study 2-Spring 2022. Due to the impact of the COVID-19 pandemic, implementation of the second cycle of the case study did not occur in Fall 2021. The second cycle was completed in Spring 2022. This case study centered around an EPP special education graduate in her third year of teaching as a resource room teacher at an EPP partnership school (E 4.1.A).

LL prepared mathematics lessons and was observed by the EPP's PDS liaison using the new instruments adopted for teacher candidates: the Observation and Conference Report (O&C) and the Clinical Competency Inventory (CCI). Both instruments are aligned with CAEP and InTASC standards. In addition, LL provided her supervisors' evaluations upon request.

Results Case Study 2: Teacher Effectiveness: LL was rated on the O&C by the trained observer when teaching mathematics to her third-grade class. All InTASC standards were rated 4 out of 4. In the CCI, LL had means of 4.0 (out of 4), in all InTASC standards with the exception of standard 5 Application of Content. This finding corroborates findings of candidate outcomes across assessments (see CAEP R1 data).

LL was observed by her supervisor in March 2021 (second year teaching), November 2021 (third year teacher), and February 2022 (third year teacher) with the formal district evaluation instrument. In the first evaluation, LL achieved "highly effective" in one item in Planning, two items in "Learning Environment", two items on "Instruction", and all the items in "Professional Responsibility".

In her second evaluation, November 2021, LL achieved "highly effective" in four out of six items in Planning, two items in "Learning Environment", four out of five items on "Instruction", and all of the items in "Professional Responsibility".

In her third evaluation, February 2022, LL achieved "highly effective" in five out of six items in Planning, all items in "Learning Environment", all items on "Instruction", and all of the items in "Professional Responsibility", showing growth in all domains assessed and demonstrating her effectiveness as a teacher.

Impact on P-12 Learning: The impact of LL on children's learning was measured by I-Ready scores from the beginning of the year and those from the middle of the year. I-Ready is a suite of assessments created by Curriculum Associates that is used by the Manchester School district for assessing and tracking student performance in mathematics. Two of the four special needs children assessed showed growth in the I-Ready, one child had the same scores, and one child's scores went down between the beginning and the middle of the year.

CASE STUDY 1

Second year teacher, Spring 2021

SHNU CAEP CASE STUDY 6.30.21 Surveys by the completer and her school principal			
SNHU	Survey Results -- InTASC Standards Feedback		
6.30.21 CAEP	InTASC Standard	Teacher Score	Principal Score
Case Study	1 Learner Development	3	4
	2 Learner Differences	3	4
	3 Learning Environment	3	3
	4 Content-Knowledge	4	3
	5 Application of Content	3	4
	6 Assessment	3	4
	7 Plan & Prep	4	3
	8 Instruction	3	4
	9 Professional Learning/Reflecton	4	3
	10 Leadership & Collaboration	4	4
		3.4	3.6
		85%	90%

Categories Crosswalked TCAP Rubric # & SNHU Obs. #		SNHU Case Study Observation Form (22 items) (form revised 11.5.20) Aligned with TCAP, InTASC & SNHU Lesson Observation Form	1 Unmet	2 Partially Met	3 Completely Met	Not Observed or Applicable	InTASC # crosswalk
Spring 2021		Case Study 6.30.21 with [REDACTED] Gr. Kindergarten, [REDACTED] h, NH	Observer/writer: [REDACTED] video segments used over 5 weeks				3
		Place a "1" in the approp. Box below					
Content	1 13a	Demonstrates thorough knowledge of lesson content and related subject matter			1		4
	2 T-2	Makes Content Accessible for Students		1			1, 5
Preparation and Planning	3 T-1	Establishes a Balanced Instructional Focus			1		2, 4, 7
	4 T-3	Plans for Assessment of Student Learning			1		1, 6
	5 16g	Incorporates technology to extend learner content knowledge and skill development.				1	#8
Instructional Practices	6 16k	Communicates instructional strategies and procedures which are clear, concise			1		8
	7 16b 13c	Beg-Mid-End: Progressed in an organized, sequential manner			1		5
	8 16i	Pacing: Managed time efficiently (start time/pacing/transitions/shifts as needed)			1		7
	9 10g 10h 10i	Classroom Environment & Overall Management (supportive, positive, collaborative)			1		3
	10 T-4 10e	Engages Students in Learning		1			1, 4, 8
	11 T-7	Using Feedback to Promote Student Learning		1			6, 8, 9
	12 10f	Adjusted instruction as needed throughout the lesson		1			2
	13 16e	Provided opportunities for all students to communicate thinking	1				8
14 10m	Provides learning opportunities that appeal to diverse interests of student learners		1	1		2, 3	

Content was for
Student Learning Class. En.

Acad. Lang	15	16g	Fosters analysis, synthesis, critical thinking, and problem solving [H.O.T.]	1				8
	16	T-11 P T-12	Builds Students' Academic Language: supporting, prompting & developing as appropriate	1				2, 8
ASSESSMENT	17	T-5 16d	Monitors students' understanding and participation <u>DURING</u> the lesson using formal and informal assessment			1		5, 6
	18	T-6	Analyzing Student Work in an ongoing manner as evidence of understanding as lessons evolve through units of study			1		6,8,9
	19	T-8	Using Multiple Forms of Assessment to Inform Teaching			1		6, 9
REFLECTING & GROWING	20	T-9	Monitors Student Progress/Evidence <u>POST</u> lessons in prep for next lessons			1		6, 7
	21	T-10 Q & A	Reflects on Learning through student evidence & in collaboration with colleagues/others			1		7, 9, 10
Q & A	22	Q & A	Describes School, Classroom, Students, Setting, Key Factors Impacting Learning			1		10
TOTALS				3	5	14		Overall Score out of 3.0
value				3	10	42		2.50
Comments: See CAEP Case Study								

Collaborative
No 22

SNHU CAEP Case Study Alumni (Completer) Survey Draft (3.9.20)

Teacher Name: [REDACTED]

Date:

6/17/21

School: [REDACTED]

1=Unprepared 2=Somewhat prepared 3=Adequately prepared 4=Well-prepared

Using the above 1-4 scale, please indicate how well SNHU prepared you for the following aspects of work in education.

- 4 InTASC 1: Learner Development: I am able to understand how learners grow and develop -- and implement developmentally appropriate and challenging learning opportunities for them.
- 4 InTASC 2: Learner Differences: I am able to employ my understanding of learner differences and diverse cultures in a manner that ensures an environment where all learners can meet their learning targets.
- 3 InTASC 3: Learning Environment: I create a classroom environment that is conducive to individual and group learning that encourages positive interactions and self-motivation.
- 3 InTASC 4: Content-Knowledge: I am able to understand curricular concepts, content and skill development that makes the disciplines accessible for student learning.
- 4 InTASC 5: Application of Content: I am able to understand how to connect the curriculum to students through differing perspectives and approaches to ensure their understanding.
- 4 InTASC 6: Assessment: I am able to use multiple assessment methods that engages learners and monitors their progress.
- 3 InTASC 7: Plan & Prep: I am able to effectively plan for instruction that supports all students to meet their learning goals.
- 4 InTASC 8: Instruction: I am able to employ a variety of instructional strategies that encourage learners to understand and apply concepts, knowledge and skills.
- 3 InTASC 9: Professional Learning & Reflection: I am able to engage in ongoing learning, evaluate my practice and my impact on others (peers, staff, administration, parents, etc.) in the school environment.
- 4 InTASC 10: Leadership & Collaboration: I am able to collaborate well and seek opportunities to contribute to the overall school community and profession in my work.

SNHU CAEP Case Study Employer Survey Draft (3.9.20)

Teacher Name: [REDACTED]

Date: 6/17/21

Employer: [REDACTED]

1=Unprepared 2=Somewhat prepared 3=Adequately prepared 4=Well-prepared

Using the above 1-4 scale, please indicate how well prepared this teacher was/now is for the following aspects of their work in education.

- 3 InTASC 1: Learner Development: This teacher understands how learners grow and develop and implements developmentally appropriate and challenging learning opportunities for them.
- 3 InTASC 2: Learner Differences: This teacher employs understanding of learner differences and diverse cultures in a manner that ensures an environment where all learners can meet their learning targets.
- 3 InTASC 3: Learning Environment: This teacher creates a classroom environment that is conducive to individual and group learning that encourages positive interactions and self-motivation.
- 4 InTASC 4: Content-Knowledge: This teacher understands curricular concepts, content and skill development that makes the disciplines accessible for student learning.
- 3 InTASC 5: Application of Content: This teacher understands how to connect the curriculum to students in differing perspectives and approaches to ensure understanding.
- 3 InTASC 6: Assessment: This teacher uses multiple assessment methods that engage learners and monitors their progress.
- 4 InTASC 7: Plan & Prep: This teacher effectively plans for instruction that supports all students to meet their learning goals.
- 3 InTASC 8: Instruction: This teacher employs a variety of instructional strategies that encourage learners to understand and apply concepts, knowledge and skills.
- 4 InTASC 9: Professional Learning & Reflection: This teacher engages in ongoing learning, evaluates his/her practice and his/her impact on others in the school environment.
- 4 InTASC 10: Leadership & Collaboration: This teacher collaborates well and seeks opportunities to contribute to the overall school Community and profession.

Pre assessment

4/7

Student:	chop	whip	fish	shut	math	rich	thud
Student 1	x	x	x	x	x	x	x
Student 2	x	x	x	x	x	x	x
Student 3	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x
Student 4	x	<input checked="" type="checkbox"/>	x	x	<input checked="" type="checkbox"/>	x	x
Student 5	x	x	x	x	x	x	x
Student 6	x	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 7	x	x	x	x	x	x	x
Student 8	x	x	x	x	x	x	x
Student 9	x	<input checked="" type="checkbox"/>	x	x	x	x	x
Student 10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x
Student 11	x	x	x	x	x	x	x
Student 12	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x

post assessment

Student:	chop	whip	fish	shut	math	rich	thud
Student 1	x	x	x	x	x	x	x
Student 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 8	x	x	x	x	x	x	x
Student 9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x
Student 10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Third year teacher, Spring 2022

Completer – Observation 2/23/2022

Conducted by Andrea Campbell

Special Education Math group – 3rd grade

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	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.	X Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.

2	<p>2. Learning Differences</p> <p>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.</p>	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.	<p>X</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>3. Learning Environment</p> <p>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.</p>	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.	<p>X</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>
4	<p>4. Content Knowledge</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.	<p>X</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>

5	5. Application of Content The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and solve problems related to authentic local and global issues.	<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>	X 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.
6	6. Assessment The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	<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>	X 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.

7	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 the community context.	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.	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.	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.	X 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.
8	8. Instructional Strategies The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	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.	X 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	9. Professional Learning and Ethical Practice The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	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.	X 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.
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10	10. Leadership and Collaboration The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	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.	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.	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.	X 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.
11	11. Professional Responsibility The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of all students.	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.	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.	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.	X 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.

**Clinical Competency Inventory (CCI ver3.3) for Teaching Candidates
TEACHER CANDIDATE PRE, SELF-ASSESSMENT**

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).*

**Southern New Hampshire University
Educator Preparation Programs
2500 N. River Road
Manchester, NH 03106**

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: ___Completer___ Date: ___

School-Based Clinical Educator: _____

University-Based Clinical Educator: ___Andrea Campbell_____

Subject/Grade: ___Special Education Math group_____

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 ☒ **X 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

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
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EXHIBIT 4.1.A

CASE STUDIES

1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy); • Contain objectives that are not written correctly; • Are not cognitively challenging; 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy); • Contain objectives that are not written properly; • Show some effort to differentiate instruction but needs improvement; • Are somewhat aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Aligned to standards. 	<p>X</p> <p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Take into account each learner's background knowledge and builds on his/her strengths and needs. • Are aligned to standards. 	
				X	

1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Needs more sensitivity to cultural and academic differences of students; • Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Uses academic conversation at times; • Respects cultural differences of most learners; • Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Encourages academic conversation and accepts linguistic and developmental differences in language development; • Respects cultural differences of all learners; • Respects all learners in the classroom through verbal and nonverbal interactions. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations; • Encourages academic conversation and accepts linguistic and developmental differences in language development; • Respects cultural differences of all learners; • Respects all learners in the classroom through verbal and nonverbal interactions. 	
				X	
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.					
2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Use strategies that are not differentiating instruction at all; • Is providing the same strategies for all students and not taking into account learning differences. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions; • Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners. 	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> • Many activities that differentiate the delivery of instruction based on needs of learners; • Assessments that accommodate the needs of all learners; • Most strategies that support a learning environment that allows all students to succeed. 	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> • Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate); • Strategies that differentiate the delivery of instruction based on needs of learners; • Assessments that accommodate the needs of all learners. 	
				X	

<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"> • Are not sensitive to the diversity of students, families or the surrounding community. • Are devoid of any multicultural content or perspective. 	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> • Focuses on holidays and peripheral content related to students' cultural backgrounds; • Incorporate students' cultural heritage. 	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> • Reflect the diversity of students, their families, and their communities; • Incorporate students' interests and cultural heritage; • Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations. 	<p>The clinical intern engages in meaningful lessons that:</p> <ul style="list-style-type: none"> • Reflect the diversity of students, their families, and their communities; • Incorporate students' interests and cultural heritage; • Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; • Relate content from various perspectives; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations. 	
				X	

EXHIBIT 4.1.A

CASE STUDIES

<p>2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> Engages the learner in one-word responses most of the time; Does not provide any accommodations to the English language learner; Struggles to provide academic support to the English language learners. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Needs to engage in academic discussions that involve more than one-word responses; Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; Provides rudimentary support to the learner in language and literacy development. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Supports the learner in language and literacy development; Encourages the learner to engage in academic discussions that involve more than one-word responses; Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Provides the learner with vocabulary reinforcement and/or modifications; Encourages the learner to engage in academic discussions that involve more than one-word responses; Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; Supports the learner in language and literacy development; Uses the learners' cultural background to contribute to student learning. 	
				X	
<p>Standard # 3: Learning Environment</p> <p>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.</p>					

EXHIBIT 4.1.A

CASE STUDIES

3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	<p>The clinical intern:</p> <ul style="list-style-type: none"> Needs to work on listening more carefully to learners; Needs to work on showing a more caring attitude. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; <p>Responds neutrally in tone.</p>	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; Gives learners a chance to answer with adequate wait time; Shows warmth and caring in tone and actions. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> Listens carefully to learners; Responds respectfully; Gives learners a chance to answer with adequate wait time; Encourages academic conversations and use of academic language with students; Shows warmth and caring in tone and actions. 	
				X	
3.2 The clinical intern uses effective classroom management techniques.	The clinical intern struggles with classroom management techniques and enforcing classroom rules.	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Engaging in positive and supportive student-teacher interactions. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Engaging in positive and supportive student teacher interactions; Facilitating effective student-student interactions; Provides a positive, low risk learning environment that reveals mutual respect among students. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> Enforcing effective classroom rules; Implementing smooth transitions; Engaging in positive and supportive teacher-student interactions; Facilitating effective student interactions; Effectively implementing a variety of groupings and activities; Provides a positive, low risk learning environment that reveals mutual respect among students. 	
				X	

EXHIBIT 4.1.A

CASE STUDIES

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"> • Discussing; • Participating; • Raising their hands; • Paying attention at their desks. 	Learners are engaged in the lesson by: <ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing; • Actively Participating; • Displaying interest and enthusiasm. 	Learners are highly engaged in a model lesson by: <ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing; • Actively Participating; • Displaying interest and enthusiasm; • Paying close attention and responding in an enthusiastic and interested manner. 	
				X	
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"> • Collaborate with peers more frequently. • Actively discuss with peers; • Coaching/mentoring a peer. 	Learners are: <ul style="list-style-type: none"> • Collaborating with peers; • Actively discussing with peers; • Coaching/mentoring a peer; • Establishing positive peer interactions. 	Learners are: <ul style="list-style-type: none"> • Collaborating with peers in cognitively challenging and relevant activities; • Actively discussing with peers; • Coaching/mentoring a peer; • Using positive language to support each other; • Establishing positive peer interactions. 	
				X	
<u>Standard #4: Content Knowledge</u> 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					

EXHIBIT 4.1.A

CASE STUDIES

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

4.2 Learners demonstrate development of critical thinking and problem solving within the content area.	Learners need to develop their development of critical thinking and problem-solving skills. Activities are very low level and do not push the students to problem solve or think critically.	Learners need to develop further their critical thinking and problem-solving skills within the content area: <ul style="list-style-type: none"> • More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area; • Written and oral responses are too low level and need to encourage learners to think critically and solve problems. 	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; • Responses written and oral to critical thinking and problem-solving assignments. 	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Questions generated by the learners that demonstrate critical thinking skills; • Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; • Their ability to apply key concepts in the discipline to new disciplinary content; • Responses written and/or oral to critical thinking and problem solving assignments. 	
				X	

4.3 The clinical intern integrates reading, writing, speaking and listening.	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Does not use a variety of print sources to teach literacy; • Rarely emphasizes comprehension; • Does not use age appropriate literacy strategies. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Tends to use limited resources to teach literacy; • Tends not to stress comprehension; • Needs to use more age appropriate literacy strategies; • Needs more text-based discussions and writing to reinforce literacy. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; • Stresses comprehension of text; • Facilitates rich text-based discussions and/or writing; • Uses age-appropriate literacy strategies to promote learners' literacy development; • Focuses instruction equally on narrative and informational text 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of print sources to teach literacy; • Stresses comprehension of text through strategy instruction; • Facilitates rich text-based discussions and/or writing through specific, thought provoking questions about shared texts; • Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners' literacy development; • Focuses instruction equally on narrative and informational text. 	
				X	
<p>Standard #5: Application of Content</p> <p>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.</p>					
5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.	<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"> • Tend to focus on one content area only with little connection to other disciplines; • Have learners engaged in applying concepts and ideas from mainly one content area; 	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from at least one other content area. 	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from several content areas; • Provide opportunities for learners to use interdisciplinary concepts to help solve problems. 	
				X	

5.2 Learners apply content knowledge to solve real world problems through collaboration.	Learners are working exclusively from a textbook, worksheet, or answering lower-level questions. There is no group collaboration nor are learners solving real world problems.	Learners are working predominantly from a textbook or worksheets and occasionally working collaboratively in a group. There is little evidence that they are trying to solve real world problems.	Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different alternatives to solving a problem; • Working collaboratively in a group; • Applying content knowledge to solving a problem. 	Learners are actively involved in: <ul style="list-style-type: none"> • Exploring and/or researching different alternatives to solving a problem; • Working collaboratively in a group; • Applying content knowledge to solving a problem; • Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem. 	
				X	
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"> • Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem; • Engaged in discovering new resources available for the exploration/research of the content; • Using current events and/or resources for exploration/research of the content. 	Learners are: <ul style="list-style-type: none"> • Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem; • Engaged in discovering new resources available for the exploration/research of the content; • Using current events and/or resources for exploration/research of the content. 	
				X	

5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.	Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.	Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.	Learners apply their content knowledge by: <ul style="list-style-type: none"> • Telling a story, recounting an experience or writing on a topic; • Engaging in collaborative discussions; • Presenting their ideas/research in a variety of ways. 	Learners apply their content knowledge by: <ul style="list-style-type: none"> • Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details; • Engaging in collaborative discussions; • Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations. 	
				X	
5.5 Learners are engaged in literacy activities within content areas.	Learners are using their textbook only and using it as the primary source for learning the content. They are not being taught about how to comprehend informational text nor how to draw evidence from the text to support answers.	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.	Learners are engaged in: <ul style="list-style-type: none"> • Reading a variety of informational texts; • Comparing multiple sources of texts; • Using comprehension to help make meaning; • Writing about the content area; • Learning vocabulary (Tier 1, 2, and 3 words); • Listening to others' research and/or presentations. 	Learners are engaged in: <ul style="list-style-type: none"> • Reading a variety of informational texts; • Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning; • Comparing texts on the same theme and drawing conclusions; • Writing about and/or discussing the content using evidence from the text to support ideas; • Learning vocabulary (Tier 1, 2, and 3 words); • Listening to others' research and/or presentations and commenting on it. 	

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

EXHIBIT 4.1.A

CASE STUDIES

6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.	The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.	The lesson plans contain: <ul style="list-style-type: none"> • A general assessment to evaluate the students; • General rubrics, which need more specific criteria and alignment with the objectives/outcomes. • A few formative assessments to monitor learners' progress. 	The lesson plans contain: <ul style="list-style-type: none"> • An assessment to evaluate each objective; • A rubric that is designed to measure objectives; • A few formative assessments that monitor learners' progress; • A benchmark for measuring achievement. 	The lesson plans contain: <ul style="list-style-type: none"> • A clear assessment strategy for how each objective will be evaluated; • Rubrics and/or criteria that are designed specifically for each objective; • Formative assessments that are built into the lesson to monitor learners' progress; • A measure or method of collecting data for each objective; • A benchmark for measuring achievement for each objective. 	
				X	
6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.	The clinical intern provides minimal feedback to the students.	The clinical intern: <ul style="list-style-type: none"> • Provides feedback to learners in a positive manner; • Works with learners to help them understand their own performance. 	The clinical intern: <ul style="list-style-type: none"> • Uses assessment data to provide feedback to learners in a positive manner; • Works with learners to help them understand their own performance; • Provides feedback to students on a continual basis. 	The clinical intern: <ul style="list-style-type: none"> • Uses assessment data to differentiate instruction based on students' needs; • Uses assessment data to provide feedback to learners in a positive manner; • Targets the feedback on specific objectives to help increase achievement; • Works with learners to help them understand their own performance, and, if possible, establish their own learning goals; • Provides continuous feedback to learners regarding their future learning goals. 	
				X	

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.

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

7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.	The lessons are not effectively organized and missing several components of a well-constructed lesson plan.	The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the elements of a well constructed lesson plan, missing one of the following: a solid introduction with a motivating hook, a procedure with meaningful learning activities, a good conclusion, and/or assessment of the objectives.	The lessons contain: <ul style="list-style-type: none"> • Appropriately written objectives aligned to standards; • A good introduction which may include a motivating hook and/or development of background knowledge; • A good procedure including engaging activities; • A good conclusion that might include a summary and wrap-up of concepts; • An assessment of what was learned. 	The lessons contain: <ul style="list-style-type: none"> • Clear and appropriately written objectives that are aligned to standards; • A well-constructed introduction including a motivating hook and development of background knowledge; • A solid procedure that engages the learner in meaningful and cognitively challenging activities; • A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts; • An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score). 	
				X	

EXHIBIT 4.1.A

CASE STUDIES

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>The unit:</p> <ul style="list-style-type: none"> • Is not well sequenced; • Needs more definite connection to skills and theory; • Is not developmentally appropriate for the target audience. 	<p>The unit:</p> <ul style="list-style-type: none"> • Is out of balance in terms of sequence and development of content, skills, and knowledge; • Needs more definite connection to theory; • Is developmentally appropriate for the target audience. 	<p>The unit contains:</p> <ul style="list-style-type: none"> • A somewhat organized and sequential development of content, skills and knowledge to support student learning; • Connections to skills and theory; • Is developmentally appropriate for the target audience; Addresses students' prior knowledge. 	<p>The unit:</p> <ul style="list-style-type: none"> • Contains a clearly organized and sequential development of content, skills and knowledge to support student learning; • Shows clear connections to developmental and pedagogical theory. • Has clear connections to skills; • Is developmentally appropriate for the target audience; • Builds on students' prior knowledge and prerequisite skills and knowledge; 	
				X	
<p><u>Standard #8: Instructional Strategies</u></p> <p>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.</p>					

EXHIBIT 4.1.A

CASE STUDIES

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.	<p>The clinical intern asks questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Often are “yes” or “no” questions • Ask students about vocabulary words; • Do not use correct academic language for the discipline. 	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Challenge students cognitively (why, what if, and how questions); • Advance high-level thinking and discourse; • Ask students about vocabulary words; • Use appropriate academic language for the discipline. 	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Challenge students cognitively (why, what if, and how questions); • Advance high-level thinking and complex discourse; • Address how the text works (asks questions about text structure, author’s purpose, writing style, theme, use of language, etc.); • Ask students about vocabulary; • Use appropriate academic language for the discipline. 	
				X	
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	<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"> • Direct instruction to full class or small group; • Facilitator and/or coach to small groups or individual students; • Participant during student presentations. 	<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"> • Direct instruction to full class or small group; • Facilitator and/or coach to small groups or individual students; • Modelling for demonstration of new skills/processes; • Being a participant during student presentations. 	
				X	

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

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

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.

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.	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Attending professional in-service training, school district meetings, conferences, and workshops; • Participating in school activities such as plays, concerts, trips, sports, and celebrations; • Attending school meetings such as PTA, faculty meetings, or conferences. 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Actively participating in professional in-service training, school district meetings, conferences, and workshops; • Providing additional assistance to learners through tutoring before or after school; • Participating in school activities such as plays, concerts, trips, sports, and celebrations; • Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences. 	
				X	

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.

EXHIBIT 4.1.A

CASE STUDIES

11.1 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner	The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner.	<p>The clinical intern needs to improve in one of the following:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with students and colleagues; • Acting in compliance with school board policies for students and teachers • Always acting in a sound and professionally responsible manner. 	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with students and colleagues; • Acting in compliance with school board policies for students and teachers. 	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with students and colleagues; • Acting in compliance with school board policies for students and teachers; • Always acting in a sound and professionally responsible manner. 	
				X	

EXHIBIT 4.1.A

CASE STUDIES

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>The clinical intern needs improvement in one or more of the following:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Maintains a calm demeanor even when under stress; • Dresses professionally; • Is reliable, punctual, and meets deadlines; • Communicates with colleagues in a professional manner; • Implements feedback and suggestions to improve practice. 	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Maintains a calm demeanor most of the times; • Dresses professionally; • Is reliable, punctual, and meets most deadlines; • Implements some of the feedback and suggestions to improve practice. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Dresses professionally; • Is reliable, punctual, and meets deadlines; • Communicates with colleagues and supervisor in a professional manner; • Implements most suggestions to improve practice. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Maintains a calm and collected demeanor even when under stress; • Dresses professionally; • Is reliable, punctual, and meets deadlines; • Communicates with colleagues and supervisor in a professional manner; • Poses and listens to constructive suggestions to enhance the teaching and learning process; • Implements feedback and suggestions to improve practice. 	
				X	

EXHIBIT 4.1.A

CASE STUDIES

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: <ul style="list-style-type: none"> • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze student achievement; • Needs to make more effective use of technology. 	The clinical intern: <ul style="list-style-type: none"> • Writes in wellconstructed 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: <ul style="list-style-type: none"> • Writes in clear, wellconstructed 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. 	
				X	

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 ÷ # of indicators you rated = _____

OVERALL EVALUATION ASSESSMENT: | Emergent | Novice | Proficient | Advanced Proficient

Comments:

PRE- and POST-ASSESSMENT

The impact on children's learning was measured by I-Ready scores from the beginning of the year and those from the middle of the year. I-Ready is a suite of assessments created by Curriculum Associates that is used by the Manchester School district for assessing and tracking student performance in mathematics. Two of the four special needs children assessed showed growth in the IReady, one child had the same scores, and one child's scores went down between the beginning and the middle of the year.

Name	Beginning of year score	Mid year score
Ca	395	391
Br	390	390
Ge	398	404
Ya	392	416

MANCHESTER SCHOOL DISTRICT**Formal Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 2/7/2022

Subject: SPED

Observation Time: 12:08 PM

DOMAIN 2: Learning Environment (Cont'd)**D2: Recommendations**

Consider using the Kagan refocus signal and go over expectations if they do get off task which was minimal.

DOMAIN 3: Instruction

	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		X			
3e. Demonstrating Flexibility and Responsiveness		X			

D3: Commendations

Great lesson with a variety of resources used. You scaffold the lesson back to previous lesson that was reviewed and students demonstrated knowledge of. Students were able to demonstrate knowledge of multiplication strategies by having their own cards and helping each other. I like how one student was wrong but able to voice his thoughts and then you asked questions to have him arrive at the correct answer. The use of the exit ticket was a great way to see if they understood the strategies and vocab and you will be able to use to further instruction with this group.

D3: Recommendations

MANCHESTER SCHOOL DISTRICT**Formal Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 2/7/2022

Subject: SPED

Observation Time: 12:08 PM

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

D4: Commendations

[REDACTED] is always present at school events, helping out with basketball and a member of several committees. She has provided guidance with new teachers and become a leader on the SPED team. She participates in relevant PD and is willing to try new strategies to better her instruction.

D4: Recommendations

Nice job I enjoyed watching this lesson and the engagement and how happy the students were to display their knowledge.

MANCHESTER SCHOOL DISTRICT**Formal Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 2/7/2022

Subject: SPED

Observation Time: 12:08 PM

Observation Notes:

Lesson plans are detailed, use a variety of resources instructional outcomes are clearly stated. Cards are used to order and practice reading 4 digit numbers. Lesson is built upon previous lesson that students are refreshed on and understand. 3 students in group all involved and engaged. Lesson is clear and concise, students receive index cards with multiplication equations and are asked to place in the multiplication strategies they belong in. One student disagrees with an answer and is allowed to voice his reasoning and then guided to the correct answer. Students help each other with the problems. Students are active and moving while participating in the lesson. Room is nicely organized conducive to group work, with appropriate resources on the wall. Introduces commutative word and vocab. Scaffolds multiplication with addition and uses array as strategy to solve problem. Rules posted on the wall, Each student is assessed on commutative property and demonstrate understanding

Teacher Comments:

Thank you for the positive feedback.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 11/10/2021

Subject: SPED Reading

Observation Time: 2:16 PM

DOMAIN 1: Planning and Preparation	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			X		

D1: Commendations

[REDACTED] demonstrates an excellent knowledge of both her students and the content area teaching. The lesson uses a variety of different resources including Kagan structures. Instruction is clear, concise and meets the students IEP goals.

D1: Recommendations

I would love to see the instructional outcomes or standards included in your lesson plans to see what the intended outcome is.

DOMAIN 2: Learning Environment	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

Room is clean, organized and set up for small group work. The atmosphere is positive, respectful and energized. There are no off task behaviors and you did a nice job of including Kagan structures seamlessly into the lesson. Expectations are posted clearly for all to see.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 11/10/2021

Subject: SPED Reading

Observation Time: 2:16 PM

DOMAIN 2: Learning Environment (Cont'd)**D2: Recommendations**

DOMAIN 3: Instruction	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		X			
3e. Demonstrating Flexibility and Responsiveness		X			

D3: Commendations

Your instruction during this lesson was excellent and engaged the students. Starting off with Kagan structure allowed all of them to be involved and participate. You used gambits to help the students interact with each other and you gave specific praise instead of general praise (I like how you broke that word apart) The lesson was scaffolded back to a previous lesson and I loved how excited the students were and the knowledge they displayed about compound words.

D3: Recommendations

Nice job using a variety of resources in your lesson and displaying multiple strategies for students to succeed.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 11/10/2021

Subject: SPED Reading

Observation Time: 2:16 PM

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

D4: Commendations

[REDACTED] in her short time here has become a mentor to new staff and is always willing to help out. She participates in school events, meets all professional deadlines and is a reflective practitioner who participates in all relevant pd.

D4: Recommendations

Keep up the great work I really enjoyed seeing this lesson.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 11/10/2021

Subject: SPED Reading

Observation Time: 2:16 PM

Observation Notes:

4 students, SPED intervention block, clean, organized room, rules poster displayed. No off task behavior, many resources used.

Teacher Comments:

Thank you for the feedback and words of encouragement.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 3/30/2021

Subject: SPED 4/5 math

Observation Time: 10:46 AM

DOMAIN 1: Planning and Preparation	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			X		

D1: Commendations

Plans are available upon request and differentiates learning for each student in the group. [REDACTED] knows each of her students and their individual needs. Instruction is fluid and outcomes are clearly stated.

D1: Recommendations

DOMAIN 2: Learning Environment	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

[REDACTED] has done a great job creating a fun learning environment and setting up a small space to give instruction to her groups. There is few off tasks behaviors and the environment creates on task behaviors. Rules are clearly displayed for all to see. You use your physical proximity to keep students on task in a environment that is tough to teach in with many connecting classes and other support staff and students in the hall.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 3/30/2021

Subject: SPED 4/5 math

Observation Time: 10:46 AM

DOMAIN 2: Learning Environment (Cont'd)**D2: Recommendations**

On occasion refer back to your rules poster to reinforce expectations. You do a nice job of redirecting them back to the instruction but don't be afraid to stop the lesson on occasion to remind them of raising hands to talk.

DOMAIN 3: Instruction

	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			X		
3e. Demonstrating Flexibility and Responsiveness			X		

D3: Commendations

[REDACTED] understands each of her students unique needs and does a great job meeting those needs in a group setting and individually. You use a fun subject of candy and use the students in the word problem that engages them into the problem. You give specific praise which other students can pick up on and mirror. You also do a nice job of being aware of students and calling on them or using your physical proximity to keep them on task.

D3: Recommendations

You teach in a very difficult environment and do a great job of keeping their attention and blocking out the numerous distractions that are presented to you.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 3/30/2021

Subject: SPED 4/5 math

Observation Time: 10:46 AM

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

D4: Commendations

[REDACTED] is a wonderful asset to [REDACTED]. She is extremely flexible, also willing to help out and professional in all aspects of work. She is very flexible, mentors new SPED members and always attends school events. She often is a conduit to family's and communication between families and teachers. She is always on time with professional obligations.

D4: Recommendations

Keep up the great work!! Your knowledge grows every year.

MANCHESTER SCHOOL DISTRICT**Mini-Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date of Observation: 3/30/2021

Subject: SPED 4/5 math

Observation Time: 10:46 AM

Observation Notes:

Three students in a small, self made room working on math problems. White board on wall, rules poster on wall and resources for students to view.

Teacher Comments:

Thank you for the feedback!

MANCHESTER SCHOOL DISTRICT**Formal Observation**

Teacher's Name: [REDACTED]

Evaluator: [REDACTED]

School: Bakersville

Date of Observation: 2/7/2022

Subject: SPED

Observation Time: 12:08 PM

DOMAIN 1: Planning and Preparation	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		X			

D1: Commendations

Lesson plans are detailed, use a variety of resources instructional outcomes are clearly stated. Laurie has done a great job implementing new structures including Kagan into her instruction. She also has a great deal of knowledge about her students the instruction is scaffolded from previous lessons. There are numerous assessments designed into the lesson including an exit ticket, observation and many chances for students to demonstrate understanding.

D1: Recommendations

DOMAIN 2: Learning Environment	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

No off task behaviors as students are engaged in the lesson, smooth transitions and the students clearly have respect for you and each other. The makeup of the room is conducive to small group work with a variety of resources available and an expectation poster available.