



## Teacher Education Program

### CLINICAL PRACTICE I OBSERVATION AND ASSESSMENT FORM

#### For use by University Mentors and Cooperating Teachers

This form is an amended version of the Clinical II Assessment that University mentors (and cooperating teachers) use during the Clinical II semester. Reference the attached support rubric for examples of observable and/or documented evidence and descriptions of each learning progression level (Getting Started, On Your Way, On Target).

Please select "not observed/not applicable" if you do not feel you have enough evidence to evaluate this criterion during the observation.

I. PROFESSIONAL AND ETHICAL PRACTICE		Getting started	On your way	On target	Not Observed/ Not Applicable
1	Respects diversity.				
2	Creates and maintains supportive and positive learning environments that are conducive to learning.				
3	Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).				
4	Demonstrates integrity, honesty, and an understanding of professional ethics.				
5	Demonstrates professional roles and responsibilities.				
6	Writes professionally.				

II. REFLECTION AND CRITICAL THINKING		Getting started	On your way	On target	Not Observed/ Not Applicable
7	Demonstrates emerging reflective practices, such as reflecting on how to use evidence and feedback to improve their teaching practice.				
8	Provides and reflects upon equitable learning opportunities for all students.				

III. PLANNING FOR STUDENT LEARNING		Getting started	On your way	On target	Not Observed/ Not Applicable
9	Intern's plans demonstrate knowledge of the concepts and principles of the discipline.				
10	Intern's plans include teaching methods and strategies appropriate to the discipline.				
11	Intern's plans include measurable learning objectives aligned to standards and assessments.				

12	Intern's plan incorporates knowledge of students' personal lives and/or backgrounds.				
13	Intern's plans are developmentally appropriate and inclusive of all students' learning needs.				
14	Intern's lesson plans included teaching strategies grounded in theory.				
15	Intern's lesson plans foster critical thinking.				
16	Intern's lesson plans include informal and formal assessments designed to monitor and assess student learning and progress.				
17	Intern plans routines, transitions, pace and procedures to support instruction.				

IV. TEACHING FOR STUDENT LEARNING		Getting started	On your way	On target	Not Observed/ Not Applicable
18	Intern builds a positive rapport with students during the lesson(s) to support learning.				
19	Intern implements instruction built on students' prior academic knowledge.				
20	Intern implements developmentally appropriate instruction.				
21	Implements informal and formal assessments that appropriately monitor and assess student learning and progress.				
22	Intern implements lessons as planned.				
23	Intern implements inclusive strategies that supported meaningful and challenging learning for all students.				
24	Intern models the thoughtful use of digital tools, content, or social networks.				
25	Intern communicates clearly and effectively to improve learning.				

<b>Overview (Provide a brief summary of the lesson)</b>

<b>What Are the Intern's Areas of Strength?</b>

<b>What are 2-3 Areas of Growth for the Intern?</b>



## Teacher Education Program

### CLINICAL PRACTICE I: Accompanying Support Rubric

For use by University Mentors and Cooperating Teachers when using the Observation and Assessment Form to appropriately evaluate clinical interns during Clinical I. When reviewing each criterion, think about the observed and/or documented evidence provided by the written lesson plans and/or the instructional practice.

II. PROFESSIONAL AND ETHICAL PRACTICE		Getting started	On your way	On target
1	<b>Respects diversity.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Values different perspectives.</li> <li>• Evidence of student-centered educational philosophy.</li> <li>• Plans inclusive activities/lessons or activities that raise awareness of and responsiveness to differences.</li> <li>• Cross-cultural experiences.</li> <li>• Experience with and understanding multicultural literature.</li> <li>• Community involvement.</li> </ul> Montclair 6, InTASC 2, CAEP 1.1	Intern shows basic respect for individual and cultural differences; appears to understand only on a superficial level that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; appears unaware of or resistant to different perspectives.	Intern shows respect for individual and cultural differences; appears to understand only on a superficial level that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; appears unaware of or resistant to different perspectives.	Intern shows and articulates respect for individual and cultural differences; has an understanding that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; is clear that s/he values different perspectives and integrates into practice.
2	<b>Creates and maintains supportive and positive learning environments that are conducive to learning.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Calls students by their names</li> <li>• Is affirming of students' strengths and providing positive feedback and encouragement</li> <li>• Encourages teamwork through sharing ideas on Jamboard or Google document.</li> </ul> Montclair 22, InTASC 3, CAEP 1.1	Intern is not yet engaging in practices that demonstrate respect and fairness towards students on a consistent basis.	Intern is fair and respectful toward most students and builds positive relationships with some students, but not all.	Intern is fair and respectful toward most students and builds positive relationships with all students.
3	<b>Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).</b>	Intern does not yet participate in collaborative efforts in or out of school.	Intern participates to a limited extent in collaborative efforts with	Intern participates in collaborative efforts with colleagues, other

	<b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>Establishes methods and schedules for sharing information with families.</li> <li>Interactions with others are respectful and effective.</li> </ul> <p>Montclair 25, InTASC 10, CAEP 1.4</p>	Communications sometimes lack sensitivity.	colleagues in school. Communicates respectfully with others.	professionals, and families, in OR outside of school. Communicates respectfully with others and is sensitive to cultural differences.
4	<b>Demonstrates integrity, honesty, and an understanding of professional ethics.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>Takes responsibility for own actions.</li> <li>Maintains confidentiality of student information.</li> <li>Adheres to the professional code of ethics including district policies on harassment, intimidation, and bullying (HIB), sexual harassment, and discrimination.</li> <li>Access information and uses technology in safe, legal, and ethical ways.</li> </ul> <p>Montclair 30, InTASC 9, NJPST 11, CAEP 1.4</p>	Intern has engaged in a minor ethically questionable practice but has acknowledged the issue.	Intern acts in accordance with school, and district ethical codes of conduct, guidelines and policies.	Intern acts in accordance with the ethical codes of conduct, guidelines, and policies and consistently models professional standards required of the profession.
5	<b>Demonstrates professional roles and responsibilities.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>Participates in inappropriate school activities.</li> <li>Participates in PD opportunities.</li> <li>Follows policies and rules.</li> <li>Models a positive attitude about student learning and potential.</li> <li>Uses online platforms/social media appropriately.</li> <li>Professional attire.</li> <li>Punctual and reliable.</li> <li>Comes to class prepared.</li> </ul> <p>Montclair 30, InTASC 9, CAEP 1.4</p>	Intern occasionally acts in an unprofessional manner such as dressing inappropriately, missing or being late for classes, not completing work, resisting feedback, communicating inappropriately, or not being able to work with others.	Intern generally demonstrates professional practices and behaviors, but occasionally shows some lapses in judgment. E.g., related to attendance and punctuality, accomplishing work, addressing feedback, and communicating and working with others. Accepts responsibility for actions, and is actively working to improve.	Intern consistently demonstrates professional practices and behaviors and shows readiness to join the teaching profession. Accepts responsibility for actions.
6	<b>Writes professionally.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>In all communications and contexts (letters,</li> </ul>	Written communication occasionally lacks appropriate formality, and/or is not always clear, and sometimes contains	Written communication has appropriate levels of formality and is clear.	Written communication is appropriately formal and well written, AND free of grammatical and spelling errors.

	<p>notes, emails, texts, lesson plans), shows appropriate and well-written communication skills.</p> <ul style="list-style-type: none"> <li>• Avoids repetition, tautology, unnecessary expressions, prepositions, clichés, etc.</li> </ul> <p>Montclair 4, CAEP 1.4</p>	grammatical and spelling errors.		
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II. REFLECTION AND CRITICAL THINKING		Getting started	On your way	On target
7	<p><b>The intern demonstrates emerging reflective practices, such as reflecting on how to use evidence, assessment results, and feedback to improve their teaching practice.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Initiates and/or participates in discussions about teaching practice.</li> <li>• Reflects critically on progress in Clinical I: strengths, areas for growth, and how to improve.</li> <li>• Accepts and incorporates critical feedback.</li> <li>• Takes responsibility for their own learning.</li> <li>• Lifelong-learner mindset.</li> </ul> <p>Montclair 29, InTASC 9, CAEP 1.4</p>	<p>Intern sometimes appears defensive or resists feedback. Limited to no use of evidence to reflect on and improve practice.</p>	<p>Intern accepts feedback. Beginning to use evidence from instruction to reflect on and improve practice.</p>	<p>Intern seeks out and uses feedback and evidence from instruction to reflect on and improve practice.</p>
8	<p><b>Provides and reflects upon equitable learning opportunities for all students.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Shows genuine interest and belief in each child's ability to learn.</li> <li>• Modifications to lesson plans to meet all levels of learning.</li> <li>• Responding to all students equitably.</li> <li>• Materials appropriate for all learners and reflect a multicultural mix of materials.</li> </ul> <p>Montclair 28, InTASC 2, CAEP 1.3</p>	<p>Intern offers limited evidence of a commitment to equitable education for all students; does not engage learners at all levels and abilities; focuses on students' deficits instead of assets.</p>	<p>Intern offers evidence of basic commitment to equitable education for all students; and is beginning to leverage students' assets.</p>	<p>Intern demonstrates commitment to equitable education for all students; focuses on students' assets instead of deficits; appears to believe that all children can learn and that children bring varied talents, strengths, and perspectives to learning.</p>

III. PLANNING FOR STUDENT LEARNING		Getting started	On your way	On target
9	<p><b>Intern's plans demonstrate knowledge of the concepts and principles of the discipline.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Communicates content accurately.</li> <li>• Effective choice of activities to demonstrate/elaborate a concept.</li> <li>• Careful lesson planning that enables students to make valuable connections between concepts.</li> <li>• Makes connections across content areas.</li> </ul> <p>Montclair 1, InTASC 4, CAEP 1.2</p>	Planning reflects some inaccurate or incomplete content.	Elements of planning reflects a familiarity with the concepts and principles of the content.	Planning reflects a clear understanding of the concepts and principles of the content. Intern is able to justify decisions related to the lesson.
10	<p><b>Intern's plans include teaching methods and strategies appropriate to the discipline.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Creates detailed and scaffolded plans.</li> <li>• Knowledge of content connections.</li> <li>• Strategies are appropriate to the discipline, and difficulty level, and designed to address the needs of the group and individual learners.</li> <li>• Demonstrates strategies during morning meetings and small group activities.</li> </ul> <p>Montclair 2, InTASC 4, CAEP 1.2</p>	Planning uses limited strategies and/or some strategies that are not appropriate to the discipline being taught.	Planning reflects well-established teaching methods and strategies, but it is not always clear if these are appropriate for the subject being taught.	Planning reflects specific and well-established teaching methods and strategies that are appropriate to the subject being taught.
11	<p><b>Intern's plans include measurable learning objectives aligned to standards and assessments.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Lesson plans include appropriate standards for content.</li> <li>• Learning objectives are measurable.</li> <li>• Planning is sequential with regards to skills/concepts.</li> </ul> <p>Montclair 2, InTASC 4, CAEP 1.2</p>	Planning includes learning objectives but they are neither measurable nor aligned to standards or planned assessments; or plans do not include learning objectives.	Planning includes learning objectives that are either measurable OR aligned to standards, but not both.	Planning includes measurable learning objectives that align with the standards and assessments and are consistent with one another.

12	<p><b>Intern incorporates knowledge of students' personal lives and/or backgrounds into lesson plans.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Seeks out information from students about interests and cultural groups in the class.</li> <li>• Provides opportunities for students to self-select materials/tasks that are relevant to them.</li> <li>• Chooses materials and strategies based on relevance to students.</li> <li>• Celebrate the diversity of the class/community by designing opportunities to learn about each of the groups represented via videos, speakers, and research, and then sharing the results of the research with the entire.</li> <li>• Incorporates some aspects of the mandated state curricula (Amistad, LGBTQ+ and Disability, genocide)</li> </ul> <p>Montclair 7, InTASC 2, CAEP 1.3</p>	There is no evidence in the lesson of connections between the students and the content.	There is some evidence in the lesson of incorporating knowledge of students' identities, life experiences and backgrounds and connecting it to the content.	Intern incorporates knowledge of students' identities, life experiences and background information in the lesson.
13	<p><b>Intern's plans are developmentally appropriate and are inclusive of all students' learning needs.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Applies Universal Design for Learning (UDL).</li> <li>• Uses visuals such as pictorial models, concept maps, diagrams, and graphs.</li> <li>• Uses low-floor/high ceiling tasks that provide students at various starting points an entry into the learning tasks.</li> <li>• Demonstrates anti-ableist perspectives.</li> </ul> <p>Montclair 5, InTASC 1, CAEP 1.1</p>	Planning is not aligned with student learning needs.	Planning aligns with group learning needs.	Planning aligns with group and individual student learning needs.
14	<p><b>Intern's plans include teaching strategies grounded in theory.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Strategies are based on established, effective teaching.</li> <li>• References theorists in</li> </ul>	There is little to no evidence that planned teaching strategies are grounded in theory.	Planning incorporates teaching strategies grounded in theory, but it is unclear if plan could engage students in meaningful and intellectually-challenging learning.	Planning incorporates a variety of teaching strategies grounded in theory that are clearly designed to engage the class in meaningful and learning.

	justifications/reflections. Montclair 2, InTASC 8, CAEP 1.3			intellectually-challenging learning.
15	<b>Intern's plans foster critical thinking.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Poses questions that lead to meaningful discussions and highlight everyone's contribution.</li> <li>• Students are encouraged to ask questions and take risks.</li> <li>• Provides resources to engage students in critical thinking</li> <li>• Uses meaningful applications and examples to solve real-world problems</li> <li>• Facilitates students' meaning-making in the content and activities.</li> </ul> Montclair 12, InTASC 5, CAEP 1.2	Planning demonstrates little or no opportunities for critical thinking. Questions offer few independent thinking opportunities, elicit rote responses, and limit the use of problem-solving skills.	Planning encourages students to think critically in the context of the content being studied; lesson plans give students the tools to think independently by introducing questions and prompting for possible solutions.	Planning encourages students to think critically in the context of the content being studied; the lesson plan allows students to be independently engaged in identifying problems, posing higher-order questions, and developing possible solutions.
16	<b>Intern's plans include informal and formal assessments designed to monitor and assess student learning and progress.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Reflects on assessments to inform student learning and improve professional practices</li> <li>• Checks for understanding and uses outcomes/student responses to adjust as needed.</li> <li>• Incorporates holistic assessments.</li> <li>• Incorporates ongoing assessment and feedback to gauge learning.</li> </ul> Montclair 13, InTASC 6, CAEP 1.3	Planning includes limited or no formal or informal assessments to elicit prior knowledge or monitor student learning. Assessments are not aligned with the learning objectives or standards.	Planning includes formal and informal assessments that are designed to elicit prior knowledge and monitor student learning and misconceptions.	Planning includes a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.
17	<b>Intern plans routines, transitions, pace and procedures to support instruction.</b> <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Students are actively engaged to complete work in the time allotted.</li> <li>• Implements appropriate pacing, strategies, materials, and sequence of activities.</li> <li>• Sets up procedures, timely reminders, and due dates.</li> </ul>	Planning does not include routines, transitions, pace, and procedures to support learning.	Planning includes routines, transitions, pace, and procedures but students depend entirely on the teacher to direct them.	Planning includes routines, transitions, pace, and procedures where students play a role in managing the learning environment.



	<ul style="list-style-type: none"> <li>Structures to encourage timely participation: muting/unmute, hand signals.</li> <li>Interactions in chat features, use of a timer in breakout rooms.</li> </ul> <p>Montclair 24, InTASC 3, CAEP 1.3</p>			
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IV. TEACHING FOR STUDENT LEARNING		Getting started	On your way	On target
18	<p><b>Intern builds a positive rapport with students to support learning.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>Approachable and engages students in conversation.</li> <li>Calls on students by their name to learn about individual students.</li> <li>Seeks out information from students about personal interests and cultural groups in the class.</li> </ul> <p>Montclair 21, InTASC 1, CAEP 1.1</p>	Intern is not yet demonstrating sufficient engagement with students.	Intern is making visible efforts to engage with students.	Intern is making visible and sustained efforts to engage with students.
19	<p><b>Implements instruction built on students' prior academic knowledge.</b></p> <p><b>Examples of Observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>Content connects to prior lessons or prior assessments of learning.</li> <li>Students apply prior knowledge when discussing content.</li> <li>Makes connections across content areas.</li> </ul> <p>Montclair 15, InTASC 8, CAEP 1.1</p>	It is not clear that the intern's lesson is connected to students' prior academic knowledge.	Intern's lesson begins to make connections between the learning goals to students' prior academic knowledge.	Intern's lesson clearly connects the learning goals to students' prior academic knowledge.
20	<p><b>Implements developmentally appropriate instruction.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>Applies Universal Design for Learning (UDL).</li> <li>Uses visuals such as pictorial models, concept maps, diagrams, and graphs.</li> <li>Uses low-floor/high ceiling tasks that provide students at various starting points an entry into the learning tasks.</li> </ul>	Instruction is not yet sufficiently aligned with \ students' learning needs or is not developmentally appropriate.	Instruction is mostly aligned with students' learning needs but may not be developmentally appropriate for all students.	Instruction is appropriately challenging and attends to the learning needs of the group and/or individual students.

	<ul style="list-style-type: none"> <li>• Demonstrates anti-ableist perspectives.</li> </ul> <p>Montclair 15, InTASC 8, CAEP 1.1</p>			
21	<p><b>Intern implements formal and informal assessments to monitor and assess student learning and progress.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Reflects on assessments to inform student learning and improve professional practices</li> <li>• Checks for understanding and uses outcomes/student responses to adjust as needed.</li> <li>• Incorporates holistic assessments. Incorporates ongoing assessment and feedback to gauge learning.</li> </ul> <p>Montclair 20, InTASC 6, CAEP 1.3</p>	<p>Instruction includes limited or no formal or informal assessments to elicit prior knowledge or monitor student learning. The assessments are not aligned with the learning objectives or standards.</p>	<p>Instruction includes formal and informal assessments that are designed to elicit prior knowledge and monitor student gauge learning and misconceptions.</p>	<p>Planning includes a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.</p>
22	<p><b>Intern implements lesson as planned.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Lesson follows the plan, or is clear that the intern is making appropriate adjustments.</li> <li>• Lesson includes planned supports for varied student learning needs.</li> <li>• Lesson includes planned informal assessments.</li> </ul> <p>Montclair 15, InTASC 8, CAEP 1.3</p>	<p>The lesson as planned differs significantly from the observed lesson without evident justification.</p>	<p>The observed lesson generally follows the lesson as planned. The intern's attempt to adjust the plan may not align with the lesson objectives.</p>	<p>Lesson reflects the lesson plan as well as necessary adjustments during implementation.</p>
23	<p><b>Intern implements inclusive strategies that support meaningful and challenging learning for all students.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Using low-floor/high ceiling tasks that provide students with various starting point for entry into tasks.</li> <li>• Evidence that student self-goals are continually more rigorous.</li> <li>• Posing questions that lead to meaningful discussions and highlight everyone's contribution.</li> </ul>	<p>Intern's lesson demonstrates little or no evidence of inclusive practices.</p>	<p>Intern attempts to incorporate inclusive practices into the lesson but may not sufficiently address the needs of individual learners.</p>	<p>Intern's lesson incorporates a variety of instructional strategies that attend to the learning needs of the group and individual students.</p>

	Montclair 17, InTASC 8, CAEP 1.3			
24	<p><b>Intern models the thoughtful use of digital tools, content, or social networks to improve learning and engagement.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Technology is thoughtfully employed to meet learning objectives.</li> <li>• Instructions are easy to find, explicit, and multimodal.</li> <li>• Students show work on camera or via upload.</li> <li>• Uses the school's platform to create a communication connection with students, among students, and/or with their parents/guardians.</li> </ul> <p>Montclair 23, InTASC 4, CAEP 1.3</p>	The use of technology either distracts or hinders the lesson goals.	Intern uses technology for presentation only.	Intern integrates technology into the lesson beyond presentation of content, and does so in a way that enhances learning.
25	<p><b>Intern communicates clearly and effectively to improve learning.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <ul style="list-style-type: none"> <li>• Direct, concise, and respectful when communicating.</li> <li>• There is no underlying tone.</li> <li>• Communicates in multiple modalities (written, videos, audio recordings).</li> </ul> <p>Montclair 4, CAEP 1.4</p>	Intern's communication is not clear or is sometimes inappropriate.	Intern usually communicates in a clear and respectful manner with students and others.	Intern consistently communicates in a clear and respectful manner with students and others. Intern values and uses multiple means of communication.