

Teaching and Learning

College for Education and Engaged Learning

MONTCLAIR
STATE UNIVERSITY

P-3 & K-6 Clinical Practice I Handbook

Fall 2025

Important Dates	
August 25	Clinical Orientation-Mandatory
August 26	First Day of Clinical I and II (or first day teachers report back)
August 29	First Day of University Classes (Friday schedule)
October 17	Mid-point Evaluation due (CTs)
November 3	Harassment, Intimidation, Bullying Prevention Requirement due (Intern)
December 5	Clinical I Final Anthology Assessments and Forms due (CTs)
December 15	Spring 2026 Clinical II Audit Deadline
December 19	Last Day of Clinical I
January 5, 2026	Clinical II begins
Please see the Observation schedule for target dates for University Mentor visits. (p. 12)	

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The Portrait of a Teacher

Montclair State University (Montclair) is committed to the continuing development of teachers who strive to exemplify the knowledge, skills and dispositions reflected in this portrait so that they can prepare well-educated students who pursue their interests, lead meaningful and productive lives, and become active participants working towards a socially just democracy. In the service of this mission, we envision teachers who:

1. Have expert knowledge of subject area content and relevant pedagogy:
 - a. Have deep understanding of the major concepts and principles of the disciplines they teach
 - b. Have extensive knowledge of the research, teaching methodologies, technologies, core learning standards, and resources specific to those disciplines
 - c. Possess broad-based knowledge within and across the liberal arts to situate their teaching in current and historical global contexts
 - d. Demonstrate exemplary literacy and communication skills; can speak and write English fluently and communicate clearly and appropriately
2. Understand learning and development as complex processes that take place across the lifespan:
 - a. Understand how children, adolescents and adults learn and develop in a variety of school, family and community contexts
 - b. Know, evaluate and apply relevant theories of learning to teaching practice
 - c. Take initiative to know each student as a unique individual who brings varied backgrounds, strengths, needs, and perspectives to learning
3. Apply knowledge of learners, disciplinary content, pedagogy, and assessment to teach effectively:
 - a. Provide culturally and linguistically responsive instruction that respects diversity of ability, disability, age, class, ethnicity, gender, language, race, religion, and sexual orientation to support the academic achievement of all students
 - b. Plan and implement rigorous instruction that engages all students in meaningful and challenging learning
 - c. Promote creative thinking, critical thinking, and critical consciousness within and beyond the classroom
 - d. Create curriculum, instruction, materials and assessments that are universally designed and accessible to support the intellectual, social and personal development of all students
 - e. Use multiple forms of assessment to measure and evaluate impact on student learning, achievement and progress, and to inform instruction
4. Create democratic learning communities that are engaging, caring, respectful, and inclusive:
 - a. Model attitudes, values and behaviors that promote democratic practice and participation in the classroom
 - b. Create supportive and empathic learning environments that are safe spaces conducive to learning
 - c. Facilitate learning through effective, shared classroom management
5. Embrace leadership roles to create collaborative partnerships with school colleagues, families, and agencies in the community to support students' learning and well-being
 - a. Join with other school professionals to plan and implement strategies that meet the needs of all learners
 - b. Consistently communicate and work with families to establish shared expectations for students and to engage families in the school community
 - c. Seek and use resources available through community and local institutions to actively build partnerships that enhance instruction and learning
6. Demonstrate dispositions critical to the teaching profession:
 - a. Believe that all children can learn and should have equitable access to knowledge
 - b. Are reflective practitioners who remain active in the profession, and continually inquire into the nature of teaching and learning to improve their teaching practice
 - c. Advocate for students and for educational policies that support best practice

- d. Demonstrate integrity, honesty and understanding of professional ethics, roles and responsibilities
- e. Demonstrate passion for teaching, lifelong learning, and commitment to the mentoring of future teachers

Clinical Practice Support Team Contact Information

The Department of Teaching and Learning (TLRN) oversees Clinical practice. Faculty and staff operate on-campus and via remote settings. For non-urgent inquiries, email is the preferred method of communication.

Placement Specialist, P3/K6 Certification Oversees Clinical I and II placements, addressing issues and concerns related to placements	Ms. Gina Martino	X7693 martinog@montclair.edu
Graduate Assistant Coordinates Health Knowledge Test, HIB Prevention Requirement & Substitute Licensure	Ms. Kat Interiano	clinicalinternships@montclair.edu
Faculty Program Coordinators Addresses questions and concerns related to academic program progress, expectations, and requirements		
Undergraduate P-3 & K-6 Program Coordinator	Dr. Dierdre Paul	pauld@montclair.edu
Graduate P-3 Program Coordinator	Dr. Dierdre Paul	pauld@montclair.edu
Graduate K-6 Program Coordinator	Dr. Danné E. Davis	davisd@montclair.edu
B/MAT P-3 & K-6 Program Coordinator	Dr. Jessica Bacon	baconj@montclair.edu
Chairperson Addresses questions and concerns related to TLRN faculty, staff, academic programs and courses Chairperson: Dr. Linda Wise Deputy Chairs: Dr. Minsun Shin and Dr. Talida State		

If you have questions, who should you contact?

Topic	Best Person to Contact
Clinical I and II placement logistics and concerns	Ms. Gina Martino
Seminar course requirements, 175 hour requirement, Clinical I assessments	Seminar instructors
University Mentor Program	Ms. Alicia Boone or Ms. Gina Martino
Health Knowledge Test, HIB Prevention Requirement, Substitute Licensure	clinicalinternships@montclair.edu
CT payment/PD hours, Obtaining forms	clinicalinternships@montclair.edu
Anthology issues/concerns/questions	anthology@montclair.edu or clinicalinternships@montclair.edu
Accommodations (Interns are not required to disclose the nature of a disability with Clinical Internships or placement school staff, but may if they choose.)	Disability Resource Center
Director of University Certification & University Certification Officer	Dr. Caroline Murray murrayc@montclair.edu

OVERVIEW: Clinical I

Clinical I serves as an essential bridge between coursework and full-time student teaching. Its purpose is to provide teacher candidates with a structured, supportive environment to begin applying pedagogical knowledge in real classroom settings.

175 Hours Requirement

Clinical I offers teacher interns a structured, supportive introduction to the full range of teaching responsibilities. This is achieved by spending **a minimum of 175 hours (or two full school days per week) over a 15-week period, in a public school classroom that aligns with the teaching license that you are pursuing. At the same time, interns will be enrolled in Seminar I.** Teacher interns are expected to actively immerse themselves as a member of the classroom community. A key goal is to demonstrate readiness to take on increased responsibilities within the classroom and school community.

Goals and Responsibilities: At a Glance

Build Relationships & Collaborations

- Build rapport with the cooperating teacher (CT), students, and school staff
- Actively engage with fellow professionals and families/caregivers

Conduct Formal Observations & Reflection

- Reflect on how children learn, including their strengths and areas for growth
- Consider how families and communities influence student learning

Practice Teaching

- Co-teach regularly with the CT
- Plan and assess lessons using learned strategies
- Lead a minimum of **three instructional lessons** independently

Engage with School Personnel

- Participate professionally in school life, as opportunities allow
- Demonstrate commitment to **diversity, equity, and inclusion** through your actions and mindset

How to structure the 175 hours:

- 2 full days each week in the school
- 120+ hours in the home classroom(s)
- Remaining hours by completing [Intern Timeline activities](#) on page 9.

Note:

- Once a schedule is established, interns are expected to adhere to the agreed-upon days and times.
- In the event of an emergency, interns must notify their cooperating teacher (CT) as soon as possible. Documentation may be required.

Clinical I Intern Responsibilities



Build

relationships with the CT, students, and school personnel



Reflect

on learning processes, student behavior, and family/community influences



Teach

through co-teaching, lesson planning, assessment, and lead instruction



Engage

professionally in the school community and demonstrate inclusive dispositions



Clinical Practice as a Collaborative Experience

Clinical practice is a collaborative experience supported by a team that includes the Cooperating Teacher, University Mentor, and Seminar Instructor. Together, they provide guidance and feedback to help the intern grow into an effective, inclusive and humanizing educator.

The Role of Cooperating Teacher (CT)

The cooperating teacher (CT) plays an essential role in the development of an intern's professional identity and practice. The CT receives a stipend to provide day-to-day guidance, model effective teaching practices, facilitate reflective conversations, and assist the intern to gradually take on more classroom responsibility. Think of the CT as the intern's *on-the-ground mentor*—essential in bridging theory with the realities of teaching. CT's are expected to:

- **Establish a positive, trusting relationship** that fosters collaboration, reflective growth, and sustained mentorship into Clinical II.
- **Maintain clear, honest, and frequent communication** to support shared understanding and developmental progress.
- **Engage in mutual, respectful feedback** to promote reflection and growth for both CT and intern.
- **Support reflective goal setting** through **ongoing, formative feedback**, ideally in weekly check-ins.
- **Facilitate key assessments**, including:
 - *Midpoint Check-in*: an informal pulse check to reflect on strengths and identify areas for growth.
 - *Assessment of Clinical I*: a rubric-based summative evaluation to be introduced early and completed at the end.
 - *Final Review Form (Anthology)*: confirms hours completion, readiness for Clinical II, and next placement status.
- **Review and revisit clinical practice requirements** (e.g., expectations, documentation, timelines) throughout the semester.
- **Approach mentorship with care, patience, and flexibility**, recognizing that growth includes questions, missteps, and reflection.
- **Reach out for support** from the Seminar Instructor or Program Coordinators if concerns persist despite proactive efforts.

The Role of the University Mentor

University Mentors provide sustained, developmental support to interns during Clinical I by bridging field experiences with program expectations.

- **Maintain regular communication** with both the intern and the Cooperating Teacher (CT) to ensure alignment and responsiveness.
- **Guide the intern in preparing for, engaging with, and reflecting on observations**, helping them turn insight into growth.
- **Clarify expectations** tied to professionalism, planning, instruction, and assessment during the clinical experience.
- **Collaborate on resolving emerging questions or challenges**, offering encouragement and resources as needed.

- **Provide program-level feedback** to the Teacher Education Program to support ongoing improvement.
- **Support the intern in identifying strengths and areas for growth**, fostering reflective goal setting and pedagogical development
- **Conduct key assessments**, including:
 - **Two formal observations**, including one conducted jointly with the CT. See the [Clinical I Observation Schedule](#) for timing and expectations.
 - For each of the two observations during Clinical I, the University Mentor will complete a Clinical I observation form in Anthology. They will provide a summative evaluation/grade recommendation for your Seminar Instructor, who also is the Instructor of Record of Clinical I. During the second observation, the CT and University Mentor will both observe and provide oral feedback together to the intern (but only the University Mentor will submit an official observation assessment in Anthology).
 - Discussion with CT

The Role of Seminar Instructor

Seminar Instructors bridge academic preparation and classroom experience, helping interns connect theory to daily practice.

- **Check in** with CTs/mentor regarding the intern's progress and address questions or concerns.
- **Assess the intern's Clinical I performance** using multiple measures, including:
 - The Assessment of Clinical Practice form
 - The intern's timeline of completed requirements
 - Participation in Seminar and Clinical Practice I
 - Successfully completes seminar 1 written assignments as assigned by the instructor
- **Serve as a resource** for interns and CTs, offering clarification, encouragement, and guidance as questions or challenges arise.
- **Support the alignment** between field experiences and the academic dimensions of the teacher preparation program, ensuring coherence across coursework and clinical practice.

Please review the [Clinical Practice I: Observation and Assessment Rubric](#)

Successful Completion of Clinical I and Seminar I

Interns must receive a passing grade in Clinical I to receive a passing grade in Seminar and vice versa. The Seminar instructor will conduct one virtual meeting during the semester with both the intern and CT to discuss progress and address any questions or concerns.

For undergraduates, "passing" means receiving a B- or better in both courses, otherwise both courses must be retaken.

Clinical Practice: Observation and Assessment Overview

I. PROFESSIONAL AND ETHICAL PRACTICE

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

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

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

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 support 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.

Harassment, Intimidation, and Bullying (HIB) Prevention Requirement

State Requirement and Professional Responsibility

The New Jersey Department of Education requires all educator preparation programs to provide professional development in preventing Harassment, Intimidation, and Bullying (HIB), as outlined in the Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-13 through 18A:37-17). This is more than a compliance task—it's a foundational responsibility. As a future educator, you are expected to understand the law and develop the skills to prevent, report, investigate, and respond to HIB incidents, both on and off school grounds.

This training prepares you to create a safe, inclusive, and supportive learning environment—one that reflects the core values of Montclair State University's Teacher Education Program. Beyond meeting a legal requirement, this is a professional and ethical commitment to ensuring that all students feel respected and protected.

Learning Modules

To fulfill this requirement, all students must complete designated learning modules through Vector Solutions. You will be auto-enrolled and provided access to complete the required content. These modules are integrated into the seminar course taken alongside Clinical I, and successful completion is required to pass the Seminar (and Clinical I).

Instructors will be notified once your modules are complete. Expect detailed instructions by mid-September. After that point, direct any questions to clinicalinternships@montclair.edu.

Clinical I Intern Timeline

This timeline is designed to guide your experiences during the Clinical I Semester. **Seminar Instructors (along with CTs and Mentors) reserve the right to modify this timeline as they deem appropriate based on individual and collective circumstances.**

Submit this timeline to your seminar instructor(s) by the due date they provide to you.

Name: _____

	Week 1: Orientation, Foundation and Introductions	Done
1	Meet with your Cooperating Teacher (CT): Set-up dates for weekly check-ins; discuss assignments, share your goals	
2	Review school and district policies: Explore the faculty handbook, school and district websites	
3	Set up your clinical intern journal: Record anecdotal notes; log observations of classroom practices, instructional strategies; students; track life in the classroom, school	
4	Begin building your documentation portfolio: Save photos, student work, reflections, and projects	
5	Familiarize yourself with the school environment: Create a map of your classrooms; identify and log resources, and key personnel locations	
6	Introduce yourself to students: Learn names, observe strengths, and begin building classroom rapport	
7	Write a family letter (if appropriate): Provide a brief bio, your teaching program and goals, explain your role in the classroom	
8	Connect with school community members: Meet specialists, administrators, custodians, support and lunchroom staff, etc	
9	Observe and discuss routines and management: Note transitions, behavioral expectations, and instructional pacing	
10	Organize a system for collecting “good ideas” and materials: Use folders, notebooks, or digital tools	
11	Complete journal reflection	

	Weeks 2-3: Engagement & Emerging Practice	Done
1	Co-plan a classroom display or bulletin board: Collaborate with your CT and document the outcome	
2	Start working with individuals and small groups: Support differentiated instruction and build instructional presence	
3	Revisit curriculum documents: Review school, district, and state frameworks; align with upcoming teaching events	

	Weeks 2-3: Engagement & Emerging Practice	Done
4	Brainstorm potential teaching ideas: Identify possible topics, activities, strategies; Small group, individual, whole class.	
5	Begin Portrait of Teaching and Learning (PTAL) data collection: Collaborate with your CT to plan and gather evidence	
6	Schedule school staff meeting: Identify 1-2 non-professional school staff to shadow, interview; learn about their role and responsibilities; ask what they like most about their role	
7	Refine and expand your “good ideas” system: Add teaching strategies, tech tips, and creative classroom solutions	
8	Join meetings or shadow school professionals: Attend IEP reviews, grade-level meetings, or other collaborative spaces	
9	Review progress with CT: Identify practices of strength and in need of improvement; what’s working; what needs changing	
10	Complete Journal Entry: week 2	
11	Complete Journal Entry: week 3	

	Weeks 4-7: Exploration, Planning & Initial Implementation	Done
1	Meet with your Cooperating Teacher (CT): Discuss how they use formative assessments to guide and adapt instruction	
2	Complete Journal Entry: Discuss meeting with CT; share highs, lows, and takeaways	
3	Schedule and conduct at least one observation of a teacher at a different grade level (two grades above or below your placement)	
4	Meet with a specialist: (e.g., special educator, ELL teacher, speech therapist) to learn about inclusive practices across roles	
5	Debrief with your CT: At a designated time, share details from your meeting with a specialist.	
6	Complete Journal Entry: Discuss meeting with specialist; share highs, lows, and takeaways	
7	Compare routines and management strategies. Use a digital tool to create a comparison graphic organizer of your classroom and another where you’ve observed	
8	Continue working on your PTAL assignment. Review and discuss your PTAL assignment with your CT	
9	Begin planning and teaching learning segments with your CT using the ECELE Lesson Plan template. Submit each lesson at least two days in advance for feedback	
10	Lead classroom routines such as morning meetings, transitions, and story times. After teaching, debrief with your CT about strengths and areas to improve	

11	Reflect on your progress: what are your strengths, weaknesses, and how you will strengthen your skills moving forward.	
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	Weeks 8-10	
1	Summarize findings from the PTAL assignment.	
2	Collect possible artifacts for your portfolio. Think about how to organize it and what to include.	
3	On-going reflection of your progress- your strengths, weaknesses, and how you will strengthen your skills moving forward.	
4	Discuss the Teacher Rating Scale with your CT. Return the completed Rating Scale to your Seminar Leader.	

	Weeks 11-14	
1	Complete PTAL assignment. Submit in Anthology.	
2	Reflect on your progress during Clinical I and how you will strengthen your skills to be Clinical II ready.	

Fall 2025 Clinical I & II Observation Schedule

P-3 and K-6 Teacher Interns

- This is a **flexible schedule**. Adjust as needed to accommodate school calendars and changing situations.
- Observations always must be preceded by a real-time pre-conference and followed by a real-time post-conference.
- University Mentors are expected to communicate with cooperating teachers before, during, or after each observation.
- Cooperating Teachers and University Mentors should submit progress reports via Anthology within 2-3 days of each observation.
- **Final evaluations from Cooperating Teachers and University Mentors are due by December 5 for all Clinical I and II interns.**
- **Assessments and Survey Forms: PR= Progress Report, MOF = Mentor Observation Form**

Clinical I Teacher Interns		Clinical II Teacher Interns	
Week of	Observation by:	Week of	Observation by:
8/26	First Day of Clinical I and Clinical II (or the first day teachers report back)		
9/2		9/2	
9/8		9/8	U Mentor #1 (PR)
9/15	U Mentor visit #1 (MOF)	9/15	
9/22		9/22	CT #1 (PR)
9/27		9/27	
10/6		10/6	U Mentor & CT #2 collaborative observation (PR)
10/13		10/13	
	CT midpoint evaluation due (10/17)		
10/20		10/20	CT #3 (PR)
10/27	U Mentor visit #2: collaborative observation with CT (Mentor completes the MOF)	10/27	U Mentor #3 (PR)
11/3		11/3	
11/10		11/10	CT #4 (PR)
11/17	CT/Intern/Mentor check-in	11/17	
11/24		11/24	U Mentor #4 (PR)
12/1		12/1	
	Final Anthology Assessments and Final Grade/Survey Forms due (12/5)		
12/8		12/8	
12/19	Clinical I and Clinical II ends on December 19		
	U Mentors & CTs are asked to complete one collaborative observation. The U Mentor (not the CT) enters the collaborative observation into Anthology. CT feedback is shared directly with clinical interns and U mentors.		

Clinical I Expectations: Teacher Intern

Clinical Practice hours

- **Contact information and initial contact:** Exchange contact information with the Cooperating Teacher (CT). Initiate contact to introduce yourself.
- **Mutually agreed schedule:** Collaborate with your CT to establish a mutually agreed schedule for your date/time in the school.
- **End Date:** Please note that the last day of Clinical I is **December 19** regardless of whether you complete 175 hours prior to that time. Plan accordingly.
- **Weekly meetings:** Set up a regular, weekly meeting time with your CT.
- **Visits to other classrooms:** Make arrangements with your Cooperating Teacher to visit other grade levels/teachers if possible and only after having completed at least 75 hours in your home classroom.

Lesson

- **Three learning segments:** Plan and implement **three learning segments using the TLRN lesson plan template.**
- **Share lesson plans and seek feedback:** Share lesson plans with the Cooperating Teacher in advance (at least two days in advance). This allows your CT (or U mentor) to review the plan, provide feedback, and offer suggestions for improvement.

Assessments & Documentation

- Kindly remind your CT about two separate items due in Anthology by **December 5.**
 - **Assessment of Clinical Practice I**
 - **Final review form**
- **Intern Timeline:** Complete the items on the Timeline and return to your Seminar Instructor(s). This timeline is designed to guide your experiences during the Clinical I Semester. Submit this timeline to your seminar instructor(s) by the due date they provide to you.
- See the Clinical I [Observation Schedule](#) for timing and expectations.
- Review the [Clinical Practice: Observation and Assessment Overview](#) and the [Clinical Practice I: Observation and Assessment Rubric](#)
- **Harassment, Intimidation, and Bullying (HIB) prevention requirement:** Complete the HIB prevent requirement **by November 3.**

Professional Conduct

- **Confidentiality:** Always maintain confidentiality inside and outside of the classroom.
- **Professionalism:** Dress professionally throughout your clinical internship. Understand local professionalism expectations by reviewing teacher handbooks, discussing professionalism with your CT, and following the norms set in your school. Demonstrate punctuality and reliability by arriving on time and consistently meeting your commitments. Come prepared each day to be fully engaged in your placement. Assure that while you are in your clinical classroom that you are fully focused on being engaged in the setting, do not complete outside coursework or personal tasks during your clinical time.

Information for Cooperating Teacher

Please review the [Cooperating Teacher Resources](https://www.montclair.edu/cssee/cooperating-teacher-resource/) for all materials/information needed by cooperating teachers.

Full link: <https://www.montclair.edu/cssee/cooperating-teacher-resource/>

Clinical I Expectations: Cooperating Teacher

Scheduling

- Mutually agree on days and hours your teacher intern will be in school.

Reviewing key documents

- Read and follow the **Clinical I Guidelines**.
- Review the **Clinical Intern Timeline** to know what the expectations are of the Intern.
- Review the **Assessment of Clinical Practice** at the start of the semester with your intern.

Ongoing support and communication

- Meet with your intern each week during non-instructional time to provide ongoing feedback and constructive critique based on the Assessment of Clinical Practice and Clinical I Guidelines.
- Ensure your intern plans and implements **three learning segments** using TLRN Lesson Plan template.
 - Interns should submit lesson plans to you at least 2 days in advance.
 - You should provide feedback on how to improve the lesson plans.
- Provide detailed feedback in a timely fashion - positive and critical feedback are both important for intern development. Please be honest, open and transparent for intern growth and development.
- Be mindful of your position of “power” in the relationship with a teacher intern. E.g., interns should not be asked to do personal errands, should not be friended on social media, and should not be invited to non-work-related events outside of school.
- Communicate any concerns regarding your intern to the Clinical Team (Ms. Martino, Mentor, GPCs/UPC) in an effort to address and resolve any issues early in the semester.

Feedback

- Host the Seminar Instructor for a Clinical I observation/meeting mid-semester.
- Review the Assessment of Clinical Practice I with your Intern for clarity of expectations.
- Approve time log hours for your intern in Anthology.

Key Assessment

- **Complete the Midpoint Assessment Form by Friday, October 17, 2025.**
- **Submit two key assessments in Anthology by Friday, December 5, 2025.**
 - **Assessment of Clinical Practice I**
 - **Final review form**

Mentoring

The suggested questions and activities listed below can help to start off and guide discussion to mentor your Intern. The questions may be used by any observer when pre-briefing or debriefing about a lesson, informal, or formal observation. Both master teachers and novice teachers learn and grow from ongoing reflection on teaching practice.

Questions for Discussions

- What are your goals as a teacher (What skills are you working on?)
- What do you know about the students with whom you will be working as learners and as people?
- What are your goals for the group and for individuals? What will each or all gain from this lesson/experience?
- How does this lesson fit into the context of the current unit?
- What aspects of the lesson and class routines will help create and set up a productive learning environment?
- Why did you choose this approach to instruction? This objective? How did you come up with the idea for today's activities?
- In what ways does this lesson reflect relevance and responsiveness to the particular community context and/or to individual students' prior knowledge, talents, assets, and interests?
- What universal design or differentiated instruction strategies have you included to ensure that there are varied ways for students to engage with content and progress toward learning goals during the class?
- What challenges, if any, do you anticipate?
- Is there anything in particular you would like me to focus on during my observation?

Questions to guide lesson debriefs

- How did you feel the lesson went?
- What did you learn or gain from teaching this lesson? (About teaching? About student learning? About planning and preparation?)
- What are examples of ways that you know what or how your students learned in terms of your stated lesson objectives?
- What are examples of student learning that extended beyond or was different from your stated lesson objectives?
- How does this fit into your larger goals/where you want your students to be with learning and how you imagine your learning environment?
- What are examples of ways in which you acted responsively to learners?
- What strategies for differentiating instruction and ensuring varied ways for students to engage and learn during the lesson would you continue or change?
- What actions and preparation will you take to continue or expand the relevance and responsiveness to the particular cultural community and/or students' prior knowledge, strengths, and interests?
- How might you engage your students in evaluation of the lesson and their own learning?
- What will you change in a follow-up lesson? What would you do again? Why?

Honorarium

Clinical cooperating teachers receive a \$550 honorarium for hosting an intern for both the Clinical I and II semesters; this amount is prorated if there is more than one cooperating teacher in one or both semesters or if the intern is moved/leaves their placement.

Effective fall 2024, one honorarium check is issued for both Clinical I and II, after the intern completes the Clinical II semester.

Spring Clinical 1 + Fall Clinical 2 → Combined honorarium check issued in January/February

Fall Clinical 1 + Spring Clinical 2 → Combined honorarium check issued in May/June

In the event that an intern only works with a cooperating teacher for one semester, the honorarium for that semester will be issued upon the conclusion of the semester.

- Due to University rules, we cannot honor payment requests made more than 3 months after the semester ends.
- If there are any changes in the assignment, or the amount of time a cooperating teacher is spending with a teacher intern, notify TLRN as soon as possible. Honorarium adjustments will be made accordingly.
- For questions related to the honorarium process, please contact clinicalinternships@montclair.edu.

Clinical Practice Assessment

Interns depend on the Cooperating Teacher feedback in order to develop and deepen their knowledge, skills, and attitudes towards teaching, learning, and becoming a reflective practitioner. In order to reflect, interns rely on CT feedback.

Useful feedback is:

- detailed
- positive and constructively critical with suggestions on how to improve
- revisited to ensure improvements are developing
- timely: a debrief should happen as soon as possible after Inter-led learning segments (lessons)
- documented: e.g., CTs are asked to complete the intern evaluations (Interim Assessment, Assessment of Clinical Practice, and evaluation form) in a timely manner in Anthology

Key Assessment

- **Midpoint Assessment: The Midpoint Check-in** is an informal “pulse check” to gauge the intern’s pre-service teacher development and identify areas to develop or any concerns that should be addressed to ensure growth and progress.
- **Two key assessments in Anthology by Friday, December 5, 2025.**
 - **Assessment of Clinical Practice I:** The Assessment of Clinical I is a summative assessment that utilizes a rubric. It should be reviewed at the start of the semester.

- **Final review form:** The Grade Form accompanies the Assessment and is where the CT indicates that the hours requirement has been met, that the intern is ready for Clinical II, and confirms the placement status for the following semester.

In addition to these written assessments, cooperating teachers are expected to provide feedback on a regular basis. Weekly meetings are strongly encouraged.

Rubric

- The Montclair clinical practice assessment rubric is comprehensive and used throughout the entire clinical practice year.
- It is expected that teacher interns will grow and develop over time. It is not typical that teacher interns will immediately be observed as “effective” in their teaching practice. A lesson characterized as “highly effective” is rare, as these competencies reflect a sophisticated practice of teaching that is not typical of pre-service teachers. Please read the rubric descriptions carefully for each criterion to ensure that the rating matches the descriptor as closely as possible. Please note that it is reasonable that ratings may shift toward more or less effective for any given specific lesson across the year as interns try new methods and teach varied classes.
- Ratings on progress reports are ongoing, performance-based assessments and should not be treated or considered as grades or as equivalent to the university course letter grade. There is no direct one-to-one correlation between the scale on progress reports and the final letter grade that will be assigned for the seminar courses or clinical practice I or II. In other words, rubric ratings of “highly effective” do not equal As in the course grades, “effective” ratings do not equal Bs, and so on.
- “Not Applicable” (N/A) is available for all aspects of teaching. It is expected that N/A will be indicated for many aspects during Clinical Practice I and that all areas will be addressed and rated as the year progresses.

IMPORTANT:

- Teacher interns should not be surprised by assessments or grades they receive (even if they do not necessarily agree). All parties should ensure that debriefing, post-observation conferences, and explicit discussions about assessments and evaluation are occurring regularly.

Clinical Practice I: Observation and Assessment Form

[Click here for downloadable Clinical I Assessment Form \(PDF\)](#)

Cooperating Teachers and U Mentors use the Observation and Assessment Form to evaluate clinical interns during Clinical I. Reference the attached support rubric for examples of observable and/or documented evidence and descriptions of each learning progression level. Please select “not observed/not applicable” if you do not feel you have 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	Interns' plans include measurable learning objectives aligned to standards and assessments.				
12	Intern's plans incorporate knowledge of students' personal lives and/or backgrounds.				
13	Intern's plans are developmentally appropriate and inclusive of all students' learning needs.				
14	Interns' 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.				

	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.				
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 support 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.				

Overview (Provide a brief summary of the lesson)

What Are the Intern's Areas of Strength?

What are 2-3 Areas of Growth for the Intern?

Clinical Practice I: Observation and Assessment Rubric

Cooperating Teachers and U Mentors use the Observation and Assessment Form to evaluate clinical interns during Clinical I. Reference the attached support rubric for examples of observable and/or documented evidence and descriptions of each learning progression level. When reviewing each criterion, think about the observed and/or documented evidence provided by the written lesson plans and/or the instructional practice.

I. PROFESSIONAL AND ETHICAL PRACTICE		Getting started	On your way	On target
1	Respects diversity. Examples of observable or documented evidence: <ul style="list-style-type: none"> Values different perspectives. 	Intern shows basic respect for individual and cultural differences;	Intern shows respect for individual and cultural differences; appears to	Intern shows and articulates respect for individual and cultural

I. PROFESSIONAL AND ETHICAL PRACTICE		Getting started	On your way	On target
	<ul style="list-style-type: none"> Evidence of student-centered educational philosophy. Plans inclusive activities/lessons or activities that raise awareness of and responsiveness to differences. Cross-cultural experiences. Experience with and understanding multicultural literature. Community involvement. <p>Montclair 6, InTASC 2, CAEP 1.1</p>	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.	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.	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	<p>Creates and maintains supportive and positive learning environments that are conducive to learning.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Calls students by their names Is affirming of students' strengths and providing positive feedback and encouragement Encourages teamwork through sharing ideas on Jamboard or Google Document. <p>Montclair 22, InTASC 3, CAEP 1.1</p>	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 always.	Intern is fair and respectful toward most students and builds positive relationships with all students.
3	<p>Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Establishes methods and schedules for sharing information with families. Interactions with others are respectful and effective. <p>Montclair 25, InTASC 10, CAEP 1.4</p>	Intern does not yet participate in collaborative efforts in or out of school. Communications lack sensitivity.	Intern participates to a limited extent in collaborative efforts with colleagues in school. Communicates respectfully with others.	Intern participates in collaborative efforts with colleagues, other professionals, and families, in OR outside of school. Communicates respectfully with others and is sensitive to cultural differences
4	<p>Demonstrates integrity, honesty, and an understanding of professional ethics.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Takes responsibility for own actions. Maintains confidentiality of student information. Adheres to the professional code of ethics including district policies on harassment, intimidation, and bullying (HIB), sexual harassment, and 	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.

I. PROFESSIONAL AND ETHICAL PRACTICE		Getting started	On your way	On target
	<p>discrimination.</p> <ul style="list-style-type: none"> Access information and use technology in safe, legal, and ethical ways. <p>Montclair 30, InTASC 9, NJPST 11, CAEP 1.4</p>			
5	<p>Demonstrates professional roles and responsibilities.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Participates in appropriate school activities. Participates in PD opportunities. Follows policies and rules. Models a positive attitude about student learning and potential. Uses online platforms/social media appropriately. Professional attire. Punctual and reliable. Comes to class prepared. <p>Montclair 30, InTASC 9, CAEP 1.4</p>	<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.</p>	<p>Intern generally demonstrates professional practices and behaviors, but occasionally shows some lapses in judgment. Accepts responsibility for actions, and is actively working to improve.</p>	<p>Intern consistently demonstrates professional practices and behaviors and shows readiness to join the teaching profession. Accepts responsibility for actions.</p>
6	<p>Writes professionally.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> In all communications and contexts (letters, notes, emails, texts, lesson plans), shows appropriate and well-written communication skills. Avoids repetition, tautology, unnecessary expressions, prepositions, clichés, etc. <p>Montclair 4, CAEP 1.4</p>	<p>Written communication occasionally lacks appropriate formality, and/or is not always clear, and sometimes contains grammatical and spelling errors.</p>	<p>Written communication has appropriate levels of formality and is clear.</p>	<p>Written communication is appropriately formal and well written, AND free of grammatical and spelling errors.</p>

II. REFLECTION AND CRITICAL THINKING		Getting started	On your way	On target
7	<p>Demonstrates emerging reflective practices, such as reflecting on how to use evidence and feedback to improve their teaching practice.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Initiates and/or participates in discussions about teaching practice. Reflects critically on progress in Clinical I: strengths, areas for growth, and how to improve. Accepts and incorporates critical feedback. Takes responsibility for their own learning. Lifelong-learner mindset. <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>

II. REFLECTION AND CRITICAL THINKING		Getting started	On your way	On target
8	<p>Provides and reflects upon equitable learning opportunities for all students.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Shows genuine interest and belief in each child's ability to learn. • Modifications to lesson plans to meet all levels of learning. • Responding to all students equitably. • Materials appropriate for all learners and reflect a multicultural mix of materials. <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>Intern's plans demonstrate knowledge of the concepts and principles of the discipline.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Communicates content accurately. • Effective choice of activities to demonstrate/elaborate a concept. • Careful lesson planning that enables students to make valuable connections between concepts. • Makes connections across content areas. <p>Montclair 1, InTASC 4, CAEP 1.2</p>	<p>Planning reflects some inaccurate or incomplete content.</p>	<p>Elements of planning reflect a familiarity with the concepts and principles of the content.</p>	<p>Planning reflects a clear understanding of the concepts and principles of the content. Intern is able to justify decisions related to the lesson.</p>
10	<p>Intern's plans include teaching methods and strategies appropriate to the discipline.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Creates detailed and scaffolded plans. • Knowledge of content connections. • Strategies are appropriate to the discipline, and difficulty level, and designed to address the needs of the group and individual learners. • Demonstrates strategies during morning meetings and small group activities. <p>Montclair 2, InTASC 4, CAEP 1.2</p>	<p>Planning uses limited strategies and/or some strategies that are not appropriate to the discipline being taught.</p>	<p>Planning reflects well-established teaching methods and strategies, but it is not always clear if these are appropriate for the subject being taught.</p>	<p>Planning reflects specific and well-established teaching methods and strategies that are appropriate to the subject being taught.</p>
11	<p>Intern's plans include measurable learning objectives aligned to standards and assessments.</p>	<p>Planning includes learning objectives but</p>	<p>Planning includes learning objectives that</p>	<p>Planning includes measurable learning</p>

III. PLANNING FOR STUDENT LEARNING		Getting started	On your way	On target
	<p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> ● Lesson plans include appropriate standards for content. ● Learning objectives are measurable. ● Planning is sequential with regards to skills/concepts. <p>Montclair 2, InTASC 4, CAEP 1.2</p>	they are neither measurable nor aligned to standards or planned assessments; or plans do not include learning objectives.	are either measurable OR aligned to standards, but not both.	objectives that align with the standards and assessments and are consistent with one another.
12	<p>Intern incorporates knowledge of students' personal lives and/or backgrounds into lesson plans.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> ● Seeks out information from students about interests and cultural groups in the class. ● Provides opportunities for students to self-select materials/tasks that are relevant to them. ● Chooses materials and strategies based on relevance to students. ● 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. ● Incorporates some aspects of the mandated state curricula (Amistad, LGBTQ+ and Disability, genocide) <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>Intern's plans are developmentally appropriate and are inclusive of all students' learning needs.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> ● Applies Universal Design for Learning (UDL). ● Uses visuals such as pictorial models, concept maps, diagrams, and graphs. ● Uses low-floor/high ceiling tasks that provide students at various starting points an entry into the learning tasks. ● Demonstrates anti-ableist perspectives. <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>Intern's plans include teaching strategies grounded in theory.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> ● Strategies are based on established, effective teaching. ● References theorists in justifications/reflections. 	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 the plan could engage students	Planning incorporates a variety of teaching strategies grounded in theory that are clearly designed to engage the

III. PLANNING FOR STUDENT LEARNING		Getting started	On your way	On target
	Montclair 2, InTASC 8, CAEP 1.3		in meaningful and intellectually challenging learning.	class in meaningful and intellectually challenging learning.
15	<p>Intern's plans foster critical thinking.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Poses questions that lead to meaningful discussions and highlight everyone's contribution. • Students are encouraged to ask questions and take risks. • Provides resources to engage students in critical thinking • Uses meaningful applications and examples to solve real-world problems • Facilitates students' meaning-making in the content and activities. <p>Montclair 12, InTASC 5, CAEP 1.2</p>	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	<p>Intern's plans include informal and formal assessments designed to monitor and assess student learning and progress.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Reflects on assessments to inform student learning and improve professional practices • Checks for understanding and uses outcomes/student responses to adjust as needed. • Incorporates holistic assessments. • Incorporates ongoing assessment and feedback to gauge learning. <p>Montclair 13, InTASC 6, CAEP 1.3</p>	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	<p>Intern plans routines, transitions, pace and procedures to support instruction.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Students are actively engaged to complete work in the time allotted. • Implements appropriate pacing, strategies, materials, and sequence of activities. • Sets up procedures, timely reminders, and due dates. • Structures to encourage timely participation: muting/unmute, hand signals. • Interactions in chat features, use of a timer in breakout rooms. <p>Montclair 24, InTASC 3, CAEP 1.3</p>	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.

IV. TEACHING FOR STUDENT LEARNING		Getting started	On your way	On target
18	<p>Intern builds a positive rapport with students to support learning.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Approachable and engages students in conversation. Calls on students by their name to learn about individual students. Seeks out information from students about personal interests and cultural groups in the class. <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>Implements instruction built on students' prior academic knowledge.</p> <p>Examples of Observable or documented evidence:</p> <ul style="list-style-type: none"> Content connects to prior lessons or prior assessments of learning. Students apply prior knowledge when discussing content. Makes connections across content areas. <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>Implements developmentally appropriate instruction.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Applies Universal Design for Learning. Uses visuals such as pictorial models, concept maps, diagrams, and graphs. Uses developmentally appropriate and intentional instruction. Demonstrates anti-ableist perspectives. <p>Montclair 15, InTASC 8, CAEP 1.1</p>	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.
21	<p>Intern implements formal and informal assessments to monitor and assess student learning and progress.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Reflects on assessments to inform student learning and improve professional practices Checks for understanding and uses outcomes/student responses to adjust as needed. Incorporates holistic and ongoing assessments and feedback to gauge learning. <p>Montclair 20, InTASC 6, CAEP 1.3</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.	Instruction includes formal and informal assessments that are designed to elicit prior knowledge and monitor student gauge learning and misconceptions.	Planning includes a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.
22	Intern implements the lesson as planned.	The lesson as planned	The observed lesson	Lesson reflects the lesson

IV. TEACHING FOR STUDENT LEARNING		Getting started	On your way	On target
	<p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Lesson follows the plan, or is clear that the intern is making appropriate adjustments. Lesson includes planned supports for varied student learning needs. Lesson includes planned informal assessments. <p>Montclair 15, InTASC 8, CAEP 1.3</p>	differs significantly from the observed lesson without evident justification.	generally follows the lesson as planned. The intern's attempt to adjust the plan may not align with the lesson objectives.	plan as well as necessary adjustments during implementation.
23	<p>Intern implements inclusive strategies that support meaningful and challenging learning for all students.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Using low-floor/high ceiling tasks that provide students with various starting point for entry into tasks. Evidence that student self-goals are continually more rigorous. Posing questions that lead to meaningful discussions and highlight everyone's contribution. <p>Montclair 17, InTASC 8, CAEP 1.3</p>	Intern's lesson demonstrates little or no evidence of inclusive practices.	Intern attempts to incorporate inclusive practices into the lesson but may not sufficiently address the needs of individual learners.	Intern's lesson incorporates a variety of instructional strategies that attend to the learning needs of the group and individual students.
24	<p>Intern models the thoughtful use of digital tools, content, or social networks to improve learning and engagement.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Technology is thoughtfully employed to meet learning objectives. Instructions are easy to find, explicit, and multimodal. Uses the school's platform to create a communication connection with students, among students, and/or with their parents/guardians. <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>Intern communicates clearly and effectively to improve learning.</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Direct, concise, and respectful when communicating. There is no underlying tone. Communicates in multiple modalities (written, videos, audio recordings). <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.