

# MONTCLAIR

## STATE UNIVERSITY

The Center of Pedagogy Office of Clinical Internships  
and  
The Department of Teaching and Learning

### P-3 & K-6 CLINICAL PRACTICE I HANDBOOK

#### Fall 2024

Important Dates	
August 26	Clinical Prep Day-Mandatory
August 27	First Day of Clinical I and II (or first day teachers report back)
September 4	First Day of University Classes
Week of September 16	Clinical I Cooperating Teacher Meetings - 4-5 pm on <a href="#">zoom</a> (Details to come)
October 21	Midpoint Evaluation due (CTs)
November 1	HIB Prevention Requirement due (Interns)
December 9	Clinical I Final Anthology Assessments and Forms due (by CTs: 2 separate parts)
December 15	Audit deadline for Spring 2025 Clinical II
December 23-24	Last week of Clinical Practice I (required attendance regardless of hours accrued up to that point)
January 2, 2025	Clinical II Practice begins

In addition, please refer to the [Observation Schedule](#) for target dates for U Mentor visits.

#### Cooperating Teacher Resource website

All materials/information needed by cooperating teachers is conveniently located in one place:

<https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>

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# The Portrait of a Teacher

The Montclair State University community 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, 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

(2014)

## CONTACT INFORMATION

Clinical I and Clinical II are overseen by the Office of Clinical Internships in the Center of Pedagogy and the Department of Teaching and Learning (TLRN). **Faculty and staff work both on campus and remotely: email is generally the best way to reach someone for non-emergency questions and concerns.**

### Center of Pedagogy

<b>Program Specialist, Office of Clinical Internships</b> Oversees Clinical I and II placements; addresses & coordinates responses to questions and concerns related to placements  Ms. Gina Martino x7693 <a href="mailto:martinog@montclair.edu">martinog@montclair.edu</a>	<b>Director, Office of Clinical Internships</b> Supports all aspects of clinical internships; certification information resource  Ms. Caroline Murray x7802 <a href="mailto:murrayc@montclair.edu">murrayc@montclair.edu</a>
<b>Center of Pedagogy Graduate Assistant</b> Coordinates Health Knowledge Test, HIB Prevention Requirement & Substitute Licensure  TBD <a href="mailto:msucenterofpedagogy@gmail.com">msucenterofpedagogy@gmail.com</a>	<b>Program Associate, Office of Clinical Internships</b> Supports cooperating teacher honoraria, oversees collection of required documents for clinical internships, supports Anthology, handles general inquiries  Mr. Nathan Cottrell X4110 <a href="mailto:clinicalinternships@montclair.edu">clinicalinternships@montclair.edu</a>

### Department of Teaching and Learning (TLRN) Voicemail: 973-655-5407

<b>Undergraduate Program Coordinator</b> Coordinates UG and GR seminar sections and related communication with students  Dr. Deirdre Paul <a href="mailto:pauld@montclair.edu">pauld@montclair.edu</a>	<b>Graduate Program Coordinator (K-6)</b> Addresses questions and concerns related to academic program progress, expectations, and requirements  Dr. Danné Davis x5183 <a href="mailto:davidd@montclair.edu">davidd@montclair.edu</a>
<b>Pre- Clinical Field Placement Coordinator</b> Coordinates University Mentor Program  Ms. Alicia Boone X6902 <a href="mailto:boonea@montclair.edu">boonea@montclair.edu</a>	<b>Graduate Program Coordinator (P-3)</b> Addresses questions and concerns related to academic program progress, expectations, and requirements  Dr. Minsun Shin x6961 <a href="mailto:shinm@montclair.edu">shinm@montclair.edu</a>
<b>Chairperson</b> Addresses questions and concerns related to University faculty and staff & all TLRN courses (SASE, ECEL, ECSE, SPED)  Dr. Linda Wise X4436 <a href="mailto:wisel@montclair.edu">wisel@montclair.edu</a>	

## If you have questions, who should you contact?

Topic	Best person to contact
Placement logistics, concerns re. Placements, cooperating teacher-intern relationship, intern progress, etc.	<a href="#">Gina Martino</a>
Teacher intern's seminar course requirements & 175 hour requirement	Seminar instructor
CT payment/PD hours	<a href="mailto:clinicalinternships@montclair.edu">clinicalinternships@montclair.edu</a>
Obtaining forms	<a href="mailto:clinicalinternships@montclair.edu">clinicalinternships@montclair.edu</a>
Clinical I Assessments	Seminar Instructor or <a href="#">Caroline Murray</a>
Anthology issues/concerns/questions	Assessment Office: <a href="mailto:anthology@montclair.edu">anthology@montclair.edu</a> or <a href="mailto:clinicalinternships@montclair.edu">clinicalinternships@montclair.edu</a>
Accessibility Accommodations	The <a href="#">Disability Resource Center</a> is the best place to start. You are always welcome but not required to discuss accessibility needs directly with your placement specialist.

## OVERVIEW: CLINICAL I

Clinical I prepares the teacher intern to begin to assume 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 classroom** while taking a corresponding course (Seminar in Inclusive Pedagogies). It is expected that Interns actively immerse themselves as a member of the classroom community. A key goal is that you demonstrate readiness to assume greater responsibility as a member of the classroom and school community during Clinical Practice II.

### Clinical I Intern Goals:

- Develop interpersonal relationships with the CT, students, and other professional staff.
- Reflect on how a child learns, their behaviors, strengths, and areas to develop.
- Co-teach with the cooperating teacher on a regular basis.
- Apply knowledge and skills with lesson planning and assessment.
- Lead teach a minimum of three instructional lessons.
- Participate professionally in the school community if and when possible.
- Actively engage with other professionals and families/caregivers.
- Develop dispositions to teach for diversity, equity and inclusion.
- Reflect on the role family/caregivers and community play in student learning and schooling.

In most cases, interns will be in the same classroom for two semesters. During the second semester (Clinical II), interns will assume increasing responsibilities for planning and teaching.

### How to structure the 175 hours:

- 2 full days each week in the school, or 12-15 hours per week
- 120+ hours in the home classroom(s)
- Remaining hours by completing Timeline activities.

### In addition:

- Once a schedule has been established, interns are expected to adhere to the agreed upon schedule and should notify the cooperating teacher of any emergency that will prevent them from fulfilling their obligations.
- The Seminar Leader will meet with the intern/CT online once during the semester to confirm the intern's progress and respond to the cooperating teacher's questions or concerns.
- Interns attend their placement until the placement school's last day before the winter holiday break regardless of whether 175 hours have been reached prior to that time.

## **THE COOPERATING TEACHER/TEACHER INTERN RELATIONSHIP**

Healthy and productive teacher intern / cooperating teacher teams:

- develop a positive professional relationship that will extend through Clinical II.
- communicate clearly, honestly, professionally and often.
- demonstrate a mutual openness to critical feedback.
- discuss the requirements outlined in this packet at the outset of the semester, and check back in on the requirements during the semester.
- recognize that like in any relationship, this takes work and there will be bumps in the road.
- reach out for assistance to the seminar instructor or Ms. Gina Martino in the Office of Clinical Internships ([martinog@montclair.edu](mailto:martinog@montclair.edu)) in a timely manner if all of the above takes place but there are still concerns about the working relationship.

## **THE ROLE OF THE UNIVERSITY MENTOR**

Interns are assigned a University Mentor (U Mentor) who conducts two visits/observations during Clinical I and four observations during Clinical II. Over the course of these two semesters, the U Mentor:

- Provides support to the intern and CT
- Helps the intern learn how to prepare for, experience, and learn from the observation process
- Helps troubleshoot concerns
- Helps provide clarity of expectations
- Provides feedback to the Teacher Education Program about the needs of interns and CTs in order to make improvements to the program
- Helps the intern identify key strengths and challenges

For each of the two observations during Clinical I, the U 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 U Mentor will both observe and provide oral feedback together to the intern (but only the U Mentor will submit an official observation assessment in Anthology).

### CLINICAL I EXPECTATIONS: **TEACHER INTERN**

- ☐ Exchange contact information with the Cooperating Teacher (contact should be initiated by the intern).
- ☐ Mutually agree on days and hours you will be in school. The last day of Clinical I is **December 24th** regardless of whether you complete 175 hours prior to that time.
- ☐ Set up a regular weekly meeting time with your Cooperating Teacher.
- ☐ 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.
- ☐ Plan and implement three learning segments following the ECELE Lesson Plan template you will be provided in Seminar I. Completed lesson plans should be submitted to the cooperating teacher at least two days in advance.
- ☐ Remind your cooperating teacher of the Assessment of Clinical Practice and grade form, which are two separate items due in Anthology by Monday, **December 9th**.
- ☐ Complete the items on the Timeline and return to your Seminar Instructor(s).
- ☐ Always maintain confidentiality inside and outside of the classroom.
- ☐ Dress professionally throughout your clinical internship.



## INTERN TIMELINE

This timeline is designed to guide your experiences during the Clinical I Semester. **Seminar Instructors 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.

Weeks 1 –3	CHECK ✓
<p>1. Initial meeting with your CT.</p> <ul style="list-style-type: none"> <li>• Set up a schedule for a mutually convenient, weekly meeting time with your CT. Your weekly conferences ideally should be at least a half hour if possible.</li> <li>• Record the dates of these meetings.</li> <li>• Notify your mentor or seminar leader if these weekly meetings do not take place as planned.</li> <li>• Discuss your assignments for the semester with your cooperating teacher (i.e. lesson plans for 3 learning segments, Portrait of Teaching and Learning, time to be spent with other school professionals, etc.)</li> <li>• Interview your cooperating teacher regarding their 'teaching history'.</li> <li>• Share your goals for the semester with your cooperating teacher.</li> <li>• If remote teaching occurs on snow days, ask your cooperating teacher to provide clear expectations for your availability and for what you should do when not engaged in direct instruction with students.</li> </ul>	
2. Review the school's faculty handbook and any materials teachers receive from the school or district administration. You should become familiar with our school's learning management system (LMS) such as Google Classroom or Seesaw, Zoom, or other technology used during hybrid/distance learning (e.g., on snow days).	
3. Set up a teacher journal to record anecdotal notes, detailed objective observations, of what you see and hear in the classroom and school community.	
4. Explore the school (make yourself a map of where all rooms/resources/personnel are) and the community.	
5. Review the curriculum suggested/mandated by the school, district, and state. Discuss possible lesson plans that you will implement with your cooperating teacher.	
6. Get to know your students. Introduce yourself to the students, ask for their names and develop an awareness of each students' strengths and abilities as independent learners and learners as part of the whole class. Set up your teacher journal to record your observations of each student.	
7. If appropriate, write a letter to parents introducing yourself and your role in the classroom.	
8. Introduce yourself to school specialists and teachers at other grade levels.	
9. Introduce/reintroduce yourself to the principal, other grade level teachers and specialists, special educators, custodians, office secretaries, etc.	

10. Discuss classroom routines and classroom management techniques with your cooperating teacher.	
11. Set up a filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.)	
12. Save artifacts of what you have done in the classroom (examples of student work, pictures of projects, pictures of you working with students, reflections on your teaching, etc.) in order to document your teaching and learning in your portfolio. Work with individuals and small groups of children and continue to take on different kinds of responsibilities in the classroom.	
13. Assist CT to plan and mount a bulletin board or classroom display. Take a picture for documentation.	
14. Discuss the Portrait of Teaching and Learning (PTAL) assignment in more detail and seek pedagogical input and support to execute your assignment from your cooperating teacher.	
15. Begin and continue collecting data for your Portrait of Teaching and Learning assignment.	
<b>Weeks 4-7</b>	
1. With your cooperating teacher, discuss strategies on how he/she uses formative assessments to inform instruction.	
2. Meet with a specialist: special educator (Resource Room or in classroom), ESL/ELL teacher, speech therapist, etc.	
3. Observe a teacher at another grade level. The grade level should be two grades higher or lower than your 'home base' placement.	
4. Continue with your PTAL assignment. Discuss your tasks with your cooperating teacher.	
5. Schedule learning segments with your cooperating teacher. Plan for and implement learning segments following the ECELE Lesson Plan template. Lesson plans should be submitted to cooperating teacher for review at least 2 days in advance.	
6. Discuss your experiences at another grade level and with a school specialist with your cooperating teacher.	
7. Compare routines and classroom management techniques in your home classroom with those at another grade level.	
8. Discuss strategies to promote critical thinking with children – individually or in groups.	
11. Lead classroom routines such as morning meeting, transitions, story times, everyday beginning and closing routines. If you teach a learning segment, debrief with your CT about what worked, didn't work and how to improve instruction.	
13. Be visited by your Seminar Instructor.	
14. Reflect on your progress: what are your strengths, weaknesses, and how you will strengthen your skills moving forward.	
<b>Weeks 8-10</b>	

1. Summarize findings from the PTAL assignment.	
2. Collect possible artifacts for your portfolio. Think about how you will organize your portfolio and what you want to include. You will receive more information on the portfolio next semester. Determine if you want to create an electronic portfolio (the ADP Center provides introductions on how to set up an e-portfolio) or a paper portfolio.	
3. On-going reflection of your progress: what are your strengths, weaknesses, and how you will strengthen your skills moving forward.	
4. Discuss the Teacher Rating Scale with your cooperating teacher. Return the completed Rating Scale to your Seminar Leader.	
<b>WEEKS 10-14</b>	
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.	

## **HARASSMENT, INTIMIDATION AND BULLYING (HIB) PREVENTION REQUIREMENT**

The NJ Department of Education requires educator preparation programs to ensure that students receive professional development in HIB prevention. While this is a State requirement, it is not just another item to check off the "to do" list: as a future educator, it is important that you are knowledgeable about the law and related topics such as preventing, reporting, investigating, and responding to incidents of HIB that occur both in school and off school grounds. By receiving the required training, you will be better prepared to create an inclusive environment that is nurturing, caring, safe, and conducive to learning and which is consonant with the philosophy of the Teacher Education Program at Montclair State University. We hope and trust that you appreciate that it is your moral and ethical obligation to be as informed as possible and to help eliminate harassment, intimidation and bullying from our schools.

All students are required to complete specific learning modules offered by Vector Solutions via their website. Students will be auto-enrolled in the Vector Solutions site and will log in to complete the assigned modules. The HIB Prevention requirement has been integrated into the seminar course that you take with Clinical I. Course instructors will be notified when you have completed the modules. Successful completion of this requirement is needed in order to earn a passing grade in Seminar (and therefore, Clinical I).

Expect to receive information about this requirement in mid-September. After that date, any questions related to this requirement should be addressed to the Center of Pedagogy Graduate Assistant at [msucenterofpedagogy@gmail.com](mailto:msucenterofpedagogy@gmail.com).

## CLINICAL I EXPECTATIONS: COOPERATING TEACHER

- ☐ Mutually agree on days and hours your teacher intern will be in school.
- ☐ 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.
- ☐ 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 Montclair's 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 Ms. Gina Martino in an effort to address and resolve any issues early in the semester.
- ☐ **Complete the Midpoint Assessment Form by October 21st, 2024.**
- ☐ 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.
- ☐ Submit the Assessment of Clinical I and separate grade form in Anthology by **Monday, December 9th.**

### MENTORING: Questions to guide how you mentor your Intern

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 I 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 will be issued for both Clinical I and II, after the intern completes the Clinical II semester.

\* Cooperating teachers hosting interns for Clinical I in fall 2024 and Clinical II in spring 2025 will be issued a \$550 honorarium in May/June 2025 for the entire year.

\* Cooperating teachers who hosted a Clinical I intern in spring 2024 who is now doing Clinical II in fall 2024 will be the last group to receive separate honorarium checks for each semester.

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

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

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 the Office of Clinical Internships as soon as possible. Honorarium adjustments will be made accordingly.
- For more information visit <https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>

Nate Cottrell manages the honorarium process and can be reached at [clinicalinternships@montclair.edu](mailto:clinicalinternships@montclair.edu) or 973-655-4110.

## 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

### 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.
- The Montclair clinical practice assessment rubric is comprehensive and used throughout the entire clinical practice year.
- “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.
- 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.

## CLINICAL PRACTICE I ASSESSMENT

Interns depend on Cooperating Teacher feedback in order to develop and deepen their knowledge, skills, and attitudes towards teaching, learning, and becoming a reflective practitioner. Useful feedback is:

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

**CTs submit two assessments of Teacher Intern progress:**

1. **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.
2. **The Assessment of Clinical I** is a summative assessment that utilizes a rubric. It should be reviewed at the start of the semester.
3. 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.

**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.

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

- The Seminar instructor determines the intern’s Clinical I grade based on the: 1) Assessment of Clinical Practice form, 2) the intern’s completed timeline, and 3) participation in Seminar and Clinical Practice I.



# MONTCLAIR STATE UNIVERSITY

## Teacher Education Program

### CLINICAL PRACTICE I OBSERVATION AND ASSESSMENT FORM

#### For use by 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 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.				

#### 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?

# MONTCLAIR

## STATE UNIVERSITY

### Teacher Education Program

#### CLINICAL PRACTICE I: Accompanying Support Rubric

For use by 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	<p><b>Respects diversity.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <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> <p>Montclair 6, InTASC 2, CAEP 1.1</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
2	<p><b>Creates and maintains supportive and positive learning environments that are conducive to learning.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <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> <p>Montclair 22, InTASC 3, CAEP 1.1</p>	<p>Intern is not yet engaging in practices that demonstrate respect and fairness towards students on a consistent basis.</p>	<p>Intern is fair and respectful toward most students and builds positive relationships with some students, but not all.</p>	<p>Intern is fair and respectful toward most students and builds positive relationships with all students.</p>
3	<p><b>Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).</b></p> <p><b>Examples of observable or documented evidence:</b></p> <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>	<p>Intern does not yet participate in collaborative efforts in or out of school. Communications sometimes lack sensitivity.</p>	<p>Intern participates to a limited extent in collaborative efforts with colleagues in school. Communicates respectfully with others.</p>	<p>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.</p>
4	<p><b>Demonstrates integrity, honesty, and an understanding of professional ethics.</b></p> <p><b>Examples of observable or documented</b></p>	<p>Intern has engaged in a minor ethically questionable practice</p>	<p>Intern acts in accordance with school, and district ethical codes of conduct, guidelines and policies.</p>	<p>Intern acts in accordance with the ethical codes of conduct, guidelines, and policies</p>

	<b>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>	but has acknowledged the issue.		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, notes, emails, texts, lesson plans), shows appropriate and well-written communication skills.</li> <li>• Avoids repetition, tautology, unnecessary expressions, prepositions, clichés, etc.</li> </ul> <p>Montclair 4, CAEP 1.4</p>	Written communication occasionally lacks appropriate formality, and/or is not always clear, and sometimes contains grammatical and spelling errors.	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.

II. REFLECTION AND CRITICAL THINKING		Getting started	On your way	On target
7	<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>  <b>Examples of observable or documented evidence:</b> <ul style="list-style-type: none"> <li>• Initiates and/or participates in discussions about teaching practice.</li> </ul>	Intern sometimes appears defensive or resists feedback. Limited to no use of evidence to reflect on and improve practice.	Intern accepts feedback. Beginning to use evidence from instruction to reflect on and improve practice.	Intern seeks out and uses feedback and evidence from instruction to reflect on and improve practice.

	<ul style="list-style-type: none"> <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>			
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> <p>Shows genuine interest and belief in each child's ability to learn.</p> <p>Modifications to lesson plans to meet all levels of learning.</p> <p>Responding to all students equitably.</p> <p>Materials appropriate for all learners and reflect a multicultural mix of materials.</p> <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 justifications/reflections.</li> </ul> <p>Montclair 2, InTASC 8, CAEP 1.3</p>	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 intellectually-challenging learning.
15	<p><b>Intern's plans foster critical thinking.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <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</li> </ul>	Planning demonstrates little or no opportunities for critical thinking. Questions offer few independent thinking opportunities, elicit rote responses,	Planning encourages students to think critically in the context of the content being studied; lesson plans give students the tools to think independently by	Planning encourages students to think critically in the context of the content being studied; the lesson plan allows students to be independently engaged

	<p>and take risks.</p> <ul style="list-style-type: none"> <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> <p>Montclair 12, InTASC 5, CAEP 1.2</p>	and limit the use of problem-solving skills.	introducing questions and prompting for possible solutions.	in identifying problems, posing higher-order questions, and developing possible solutions.
16	<p><b>Intern's plans include informal and formal assessments designed 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.</li> <li>Incorporates ongoing assessment and feedback to gauge learning.</li> </ul> <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><b>Intern plans routines, transitions, pace and procedures to support instruction.</b></p> <p><b>Examples of observable or documented evidence:</b></p> <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> <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>	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><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>	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.



	Montclair 21, InTASC 1, CAEP 1.1			
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> <li>• Demonstrates anti-ableist perspectives.</li> </ul> <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><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.</li> <li>• Incorporates ongoing assessment and feedback to gauge learning.</li> </ul> <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	<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>	The lesson as planned differs significantly from the observed lesson without evident justification.	The observed lesson generally follows the lesson as planned. The intern's attempt to adjust the plan may not align with the lesson objectives.	Lesson reflects the lesson plan as well as necessary adjustments during implementation.

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>Montclair 17, InTASC 8, CAEP 1.3</p>	<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>
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>	<p>The use of technology either distracts or hinders the lesson goals.</p>	<p>Intern uses technology for presentation only.</p>	<p>Intern integrates technology into the lesson beyond presentation of content, and does so in a way that enhances learning.</p>
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>	<p>Intern's communication is not clear or is sometimes inappropriate.</p>	<p>Intern usually communicates in a clear and respectful manner with students and others.</p>	<p>Intern consistently communicates in a clear and respectful manner with students and others. Intern values and uses multiple means of communication.</p>