

Clinical Competency Inventory (CCI)
Fairleigh Dickinson University
Peter Sammartino School of Education
1000 River Road
Teaneck NJ 07666

Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our program.

Who is filling out this form? **Field Supervisor** **Cooperating/Master Teacher** **FDU Intern Teacher**

Semester: **Fall** **Spring** **Summer** 20_____

Intern Teacher: _____ Date completed: _____

Cooperating/Master Teacher: _____

Field Supervisor: _____

Seminar Professor: _____

Grade/Subject being observed: _____

Course in which candidate is enrolled:

- | | | |
|---|--|--|
| <input type="radio"/> Apprenticeship (6575) | <input type="radio"/> Practicum (6561) | <input type="radio"/> Assistantship (6578) |
| <input type="radio"/> Clinical I (6571) | <input type="radio"/> Clinical II (6572) | |
| <input type="radio"/> SLA Clinical I (6576) | <input type="radio"/> SLA Clinical II (6577) | |

Instructions for the following pages:

Please circle the rating for each performance indicator listed below:

- 4 Advanced Proficient
- 3 Proficient
- 2 Novice
- 1 Pre-emergent
- N/O Not observed

Your comments for each standard are also requested. Use the space provided or the back of the form. After discussion with the Apprenticeship Teacher, both the evaluator and the intern should sign below.

Overall evaluation: **Advanced Proficient** **Proficient** **Novice** **Pre-emergent**

Signature of Evaluator: _____ Date: _____

Signature of Intern Teacher: _____ Date: _____

Clinical Competency Inventory (CCI) for Teaching Candidates

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their student teaching experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the New Jersey Professional Standards for Teachers (NJPST), standards that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

The instrument is divided into 10 sections, each representing a composite of indicators under the 10 NJPST. The numbering of the sections mirrors the NJPST, however, the numbering of the indicators in each section does not correlate to the specific indicators of the NJPST. The indicators have been condensed into a manageable number and reflect significant competencies that the teaching candidates need to master.

There are two different types of indicators on this form: 1) those that are clearly observable in the classroom over a period of several observations. The clearly observable indicators are those competencies that the candidate will use to implement effective instruction in the classroom; 2) those that might not be observable and will need more probing through a conference and/or presentation of evidence by the candidate at the time of a conference. Each indicator that is not clearly observable and might need more probing has been indicated with ** next to it. Some indicators that are not observable refer to lesson planning; these indicators start with the phrase, “Designs lesson plans” or “Designs instruction.” Other indicators that might not be observable start with the phrase, “Provides evidence of” and it is expected that the candidate will bring evidence of these competencies to a conference.

The form is to be used as a summative assessment at the completion of the student teaching experience, during the last observation. It can be used in conjunction with a more qualitative form that focuses on the quality of the specific lesson being observed. This form is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical experience.

The cooperating teacher and the supervisor should hold separate conferences with the teaching candidate at the time of the final observation. At that time the supervisor and cooperating teacher will review the indicators on the form and provide feedback to the teaching candidate on each of the ten standards. The teaching candidate, as well as the supervisor and cooperating teaching, must sign the form after it is reviewed. It is also highly recommended that the supervisor hold a mid-point conference with the teaching candidate to go over the CCI. At that time, the supervisor should ensure that the teaching candidate understands each indicator and becomes aware of specific evidence that should be provided to the supervisor at the time of the final conference.

Rating of the Form

The following rating scale will be used to score each candidate:

4: Advanced Proficient (Exemplary Practice)– Demonstrates competency, consistency and confidence in providing evidence in all standards based on the NJPST and is ready for recommendation for NJ State certification. Shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently provides evidence in all standards based on the NJPST that this candidate is ready for recommendation for NJ State certification. Shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the NJPST. Continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children. (Getting 2's or better 50% of the time)

1: Pre-emergent (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the NJPST. Candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Not Observed – If a competency has not been observed during the duration of all observations of the teaching candidate, then use this rating. Do not count this indicator within the overall mean you calculate.

Advanced Proficient:

Candidates get an average of at least 3.5 for each standard with no indicator getting a 2, with an overall average of 3.5 - 4.0 for all 10 standards.

Proficient:

Candidates get an average of at least a 2.75- 3.49 for each standard with no indicator getting a 1, with a 3.0 – 3.49 average for all 10 standards.

Novice:

Candidates do not get any 1's and get an average of 2.0-2.74 for each standard, with an overall average between 2.0-2.74. If a candidate receives this rating he/she will receive an Incomplete in the clinical experience and be advised to have additional clinical field experiences, coursework and mentoring before being recommended for certification.

Pre-emergent:

Candidates have an average below 2.0 for each standard, with an overall average below 2.0. If a candidate receives this rating he/she will receive an Incomplete in the clinical experience and be advised to have extensive clinical field experience time, coursework and mentoring before being recommended for certification.

*Note: Those indicators marked with ** may not be observable and should be discussed with the intern.*

Standard #1: Subject Matter Knowledge						
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
**1.1 Designs instruction that demonstrates knowledge and command of the subject matter	⊙	①	②	③	④	
1.2 Makes effective use of explanations of disciplinary concepts that capture key ideas	⊙	①	②	③	④	
1.3 Implements lessons that demonstrate knowledge and command of the subject matter	⊙	①	②	③	④	
1.4 Makes connections and relates content to prior learning	⊙	①	②	③	④	
1.5 Makes connections and relates content to the relevancy of everyday life	⊙	①	②	③	④	
1.6 Engages in activities that promote the development of critical thinking within the content area	⊙	①	②	③	④	
1.7 Engages in activities that promote the development of problem solving and decision making in the content area	⊙	①	②	③	④	
1.8 Demonstrates knowledge of appropriate NJCCCS (New Jersey Core Curriculum Content Standards) for the discipline	⊙	①	②	③	④	
1.9 Engages all students in learning by effectively representing content in meaningful and interesting ways	⊙	①	②	③	④	
Comments:						
Standard #2: Human Growth and Development						
Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
**2.1 Designs lesson plans that are developmentally appropriate	⊙	①	②	③	④	
**2.2 Designs instruction appropriate to students' learning styles	⊙	①	②	③	④	
**2.3 Applies learning theory through the use of instructional strategies that accommodate differences in student achievement levels	⊙	①	②	③	④	
2.4 Incorporates differentiated instruction appropriately into classroom activities	⊙	①	②	③	④	
2.4 Implements lesson plans that are developmentally appropriate	⊙	①	②	③	④	
2.6 Demonstrates through instructional activities and strategies that all children can learn	⊙	①	②	③	④	
2.7 Uses instructional strategies that accommodate diverse learning styles	⊙	①	②	③	④	
Comments:						

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating

Standard #3: Diverse Learners						
Teachers shall understand the practice of culturally responsive teaching.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
**3.1 Designs instruction that accommodates students whose first language is not English	⊙	①	②	③	④	
**3.2 Designs instruction that demonstrates knowledge of diverse students and their lives	⊙	①	②	③	④	
**3.3 Provides evidence of incorporating multicultural content and perspectives, when appropriate, into the lesson	⊙	①	②	③	④	
3.4 Engages in activities to create a learning community in which individual differences are respected and individual needs are met	⊙	①	②	③	④	
3.5 Engages in classroom activities that help students learn about diversity, their families and their communities	⊙	①	②	③	④	
3.6 Engages in strategies to support the learning of students whose first language is not English	⊙	①	②	③	④	
3.7 Engages in activities in the classroom that demonstrate knowledge of diverse students and their lives	⊙	①	②	③	④	
3.8 Uses appropriate teaching and curriculum materials that provide an equitable portrayal of diversity	⊙	①	②	③	④	
Comments:						
Standard #4: Instructional Planning and Strategies						
Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
**4.1 Designs effective lessons by organizing the instructional activities to achieve the objectives and outcomes of the lesson	⊙	①	②	③	④	
**4.2 Designs instruction appropriate to students' strengths and needs	⊙	①	②	③	④	
**4.3 Designs instruction that develops students' critical thinking	⊙	①	②	③	④	
**4.4 Designs instruction that develops students' problem solving capabilities	⊙	①	②	③	④	
**4.5 Designs unit and lesson plans that incorporate interdisciplinary learning experiences that allow students to integrate knowledge from different subject areas	⊙	①	②	③	④	
4.6 Implements instructional activities that achieve the objectives and outcomes of the lesson	⊙	①	②	③	④	
4.7 Implements lessons appropriate to students' strengths and needs	⊙	①	②	③	④	
4.8 Implements lessons that develop students' critical thinking	⊙	①	②	③	④	
4.9 Implements lessons that develop students' problem solving capabilities	⊙	①	②	③	④	
4.10 Uses strategies to make the subject matter meaningful to students	⊙	①	②	③	④	
4.11 Uses a variety of appropriate instructional materials and resources to achieve the objectives of the lesson	⊙	①	②	③	④	
4.12 Implements interdisciplinary learning experiences that allow students to integrate knowledge from several subject areas	⊙	①	②	③	④	
4.13 Uses technology to foster individual and collective inquiry	⊙	①	②	③	④	
Comments:						

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating

Standard 5: Assessment						
Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
**5.1 Designs appropriate assessments that are aligned with learning objectives	⊙	①	②	③	④	
**5.2 Provides evidence of using formative and summative assessment data to adjust and improve instructional planning	⊙	①	②	③	④	
5.3 Collects data on learning outcomes to measure lesson objectives	⊙	①	②	③	④	
5.4 Implements continuous assessment strategies throughout the lesson to immediately adjust and improve instruction	⊙	①	②	③	④	
5.5 Provides meaningful and specific feedback to students on their learning	⊙	①	②	③	④	
5.6 Uses a variety of formal and informal assessment techniques to foster continuous development of students	⊙	①	②	③	④	
5.7 Uses authentic assessments as one measure of student learning	⊙	①	②	③	④	
5.8 Provides opportunities for students to monitor their own progress and conduct self-assessments	⊙	①	②	③	④	
5.9 Uses technology to support assessment and monitoring of student progress	⊙	①	②	③	④	
Comments:						
Standard # 6: Learning Environment						
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.						
The teaching candidate:	Not Observed	Pre-Emergent	Novice	Proficient	Advanced Proficient	
6.1 Encourages appropriate student participation	⊙	①	②	③	④	
6.2 Encourages positive peer relationships through classroom activities	⊙	①	②	③	④	
6.3 Demonstrates general warmth, caring and respect towards students through verbal/nonverbal communication	⊙	①	②	③	④	
6.4 Uses effective classroom management techniques including classroom procedures, rules and management of instructional groups	⊙	①	②	③	④	
6.5 Manages student behavior through effective disciplinary strategies	⊙	①	②	③	④	
**6.6 Considers physical space and resources that optimizes learning activities for all students	⊙	①	②	③	④	
6.7 Maintains a learning community in which students participate in decision-making, work collaboratively/independently, and assume responsibility for themselves and one another	⊙	①	②	③	④	
6.8 Uses effective listening and group facilitation skills to model respectful and caring behavior	⊙	①	②	③	④	
6.9 Creates a classroom environment in which students are engaged in learning	⊙	①	②	③	④	
6.10 Creates a positive classroom climate in which students are socially, emotionally and physically safe	⊙	①	②	③	④	
6.11 Uses instructional time effectively to achieve learning outcomes	⊙	①	②	③	④	
6.12 Prepares students for and monitors independent and group work that allows for full and varied participation of all students	⊙	①	②	③	④	
Comments:						

Standard #7: Special Needs	
Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.	
The teaching candidate:	Not Observed Pre-Emergent Novice Proficient Advanced Proficient
**7.1 Considers IEPs and section 504 plans for learners with special needs in lesson planning	⊙ ① ② ③ ④
**7.2 Designs activities for students with special learning needs in lesson plans	⊙ ① ② ③ ④
**7.3 Provides evidence of using the results of diagnostic measures to design effective lesson plans	⊙ ① ② ③ ④
7.4 Demonstrates through verbal interactions and teaching practices that students with special needs can learn and achieve	⊙ ① ② ③ ④
7.5 Makes appropriate adaptations or modifications to instructional tasks and/ or learning environment to accommodate the learning needs of all students	⊙ ① ② ③ ④
7.6 Makes appropriate adaptations of modifications for assessing student learning (such as additional time to complete assessment)	⊙ ① ② ③ ④
7.7 Implements appropriate strategies to engage and promote the learning of students who have particular learning differences or needs (e.g. Gifted and talented, English language learners, etc.)	⊙ ① ② ③ ④
7.8 Uses assistive technology to support students who have special needs	⊙ ① ② ③ ④
Comments:	
Standard #8: Communication	
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.	
The teaching candidate:	Not Observed Pre-Emergent Novice Proficient Advanced Proficient
8.1 Communicates effectively in English using appropriate oral expression	⊙ ① ② ③ ④
8.2 Communicates effectively in English using appropriate written expression	⊙ ① ② ③ ④
8.3 Models effective communication and questioning techniques to facilitate student learning	⊙ ① ② ③ ④
8.4 Interacts with students in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences	⊙ ① ② ③ ④
8.5 Engages students in activities that promote and value the development of oral language (Listening and Speaking)	⊙ ① ② ③ ④
8.6 Engages students in activities that promote and value the development of written language (Reading and Writing)	⊙ ① ② ③ ④
8.7 Engages students in activities the promote and value the development of numeracy	
8.8 Promotes the use of technology as a communication tool	⊙ ① ② ③ ④
Comments:	

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating

Standard 9: Collaboration and Partnership	
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.	
The teaching candidate:	Not Observed Pre-Emergent Novice Proficient Advanced Proficient
**9.1 Designs lessons that utilize diverse community resources	⊙ ① ② ③ ④
**9.2 Provides evidence of demonstrating professional relationships with all members of the school community	⊙ ① ② ③ ④
**9.3 Provides evidence of effective communication with parents and guardians	⊙ ① ② ③ ④
**9.4 Provides evidence of family involvement to strengthen the teaching and learning environment	⊙ ① ② ③ ④
9.5 Uses technology to promote collaboration and partnerships with families and the community	⊙ ① ② ③ ④
Comments:	
Standard #10: Professional Development	
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.	
The teaching candidate:	Not Observed Pre-Emergent Novice Proficient Advanced Proficient
**10.1 Provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy	⊙ ① ② ③ ④
**10.2 Provides evidence of maintaining accurate student records	⊙ ① ② ③ ④
**10.3 Provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities	⊙ ① ② ③ ④
10.4 Exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and students)	⊙ ① ② ③ ④
10.5 Reflects upon and uses constructive suggestions to enhance the teaching and learning process	⊙ ① ② ③ ④
10.6 Consistently adheres to school and district policies (e.g., school hours, responsibilities, etc.)	⊙ ① ② ③ ④
10.7 Demonstrates effective, reading, writing, mathematics, and technology skills to perform as a professional	⊙ ① ② ③ ④
**10.8 Provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all students and the school community	
Comments:	

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating

