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 11 sections, each representing a composite of indicators under the 11 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. It is the teaching candidate’s responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The form is to be used as a summative assessment at the completion of the student teaching experience, during the last observation. It should be used in conjunction with a more qualitative form that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical experience. The form should be introduced at the beginning of the clinical experience to guide the development of the teaching candidate and to provide feedback on the candidate’s strengths and areas of improvement.

The procedure for using the CCI is as follows:
1) At the first visit, the supervisor will review the Observation Form and the CCI with the cooperating teacher.
2) Before the mid-term, the cooperating teacher and the supervisor observe the candidate together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 11 standards and specify areas of strength and areas that need improvement.
3) At mid-term, the supervisor and cooperating teacher fill in the CCI independently.
4) The supervisor will hold a mid-point conference with the teaching candidate to go over the CCI. The cooperating teacher will join this conference to discuss mid-point assessment.
5) The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and fill in the Observation Form independently.
6) At the completion of the field placement, the supervisor and cooperating teacher fill in the CCI independently and enter the final assessment.
7) At the completion of the field placement, the teaching candidate will do a self-assessment and fill in the CCI.

Instrument copyright November 25, 2008 by: Fairleigh Dickinson University (V. Cohen, M. Rosenbaum); Caldwell College (L. Patriarca); St. Peter’s College (J. Shields); Centenary College (H. Dunham); and New Jersey Department of Education (C. Campisano). In addition, this version was revised by R. Rosado and J. Stewart of Caldwell College and K. Brino and Amy Eguchi of Bloomfield College.

Version 4.1 Revised 06/08/10
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 – This rating should be used sparingly, if at all. If you do not observe a competency during the duration of all observations, please have the candidate provide additional evidence through artifacts in the professional portfolio, or through additional documentation that the candidate must provide. It is important that we document that candidates have proficiency in all of the indicators on the form.

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.
This form is designed to provide feedback for the Apprenticeship Teacher, Practicum Intern, or Teaching Assistant and for the School of Education. 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.

Intern Teacher: ___________________________ Date: ________________

Cooperating/Master Teacher: ___________________________

Field Supervisor: _____________________________________________

Subject/Grade: ______________________________________________

  ○ Mid-semester Observation   ○ End of Semester Observation

Semester:   ○ Fall _______   ○ Spring_______   ○ Summer _______

Course in which enrolled

  ○ Apprenticeship (6575)   ○ Practicum (6561)   ○ Assistantship (6578)

  ○ Clinical I (6571)   ○ Clinical II (6572)

  ○ SLA Clinical I (6576)   ○ SLA Clinical II (6577)

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

Instructions for the following pages: Please circle the rating for each performance indicator listed below, with Advanced Proficient indicating the HIGHEST competency and Pre-emergent indicating the LOWEST competency for each criterion. Performance in each area is rated as follows: Advanced Proficient

Proficient

Novice

Pre-emergent

N/O Not observed

(Note: Please use N/O Not Observed sparingly. You should be able to rate each competency on this form, using the candidate’s portfolio and additional evidence provided by the candidate for those indicators that are not observed.)

Your comments for each standard are also requested. Use the space provided. Please do not write in shaded areas. After discussion with the Apprenticeship Teacher, both the evaluator and the intern should sign below. If you are filling this out on Waypoint, you do not need to obtain signatures.

Overall evaluation:  ○ Advanced Proficient   ○ Proficient   ○ Novice   ○ Pre-Emergent

Signature of Evaluator: ____________________________________________

Signature of Intern Teacher: ________________________________________
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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Designs instruction that demonstrates knowledge and command of the subject matter</td>
</tr>
<tr>
<td><strong>1.2</strong> Makes effective use of explanations of disciplinary concepts that capture key ideas</td>
</tr>
<tr>
<td><strong>1.3</strong> Implements lessons that demonstrate knowledge and command of the subject matter</td>
</tr>
<tr>
<td><strong>1.4</strong> Makes connections and relates content to prior learning and relevancy of everyday life</td>
</tr>
<tr>
<td><strong>1.5</strong> Engages in activities that promote the development of critical thinking, problem solving and decision making within the content area</td>
</tr>
<tr>
<td><strong>1.6</strong> Demonstrates knowledge of appropriate NJCCCS (New Jersey Core Curriculum Content Standards) for the discipline</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Designs lesson plans that are developmentally appropriate</td>
</tr>
<tr>
<td><strong>2.2</strong> Designs instruction appropriate to students’ learning styles, strengths and needs</td>
</tr>
<tr>
<td><strong>2.3</strong> Designs instruction that accommodates differences in student achievement levels</td>
</tr>
<tr>
<td><strong>2.4</strong> Incorporates differentiated instruction appropriately into classroom activities</td>
</tr>
<tr>
<td><strong>2.5</strong> Implements lesson plans that are developmentally appropriate so that all children can learn</td>
</tr>
</tbody>
</table>

### Standard #3: Diverse Learners
Teachers shall understand the practice of culturally responsive teaching.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
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</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Designs instruction that accommodates students whose first language is not English</td>
</tr>
<tr>
<td><strong>3.2</strong> Designs instruction that demonstrates knowledge of diverse students and their lives</td>
</tr>
<tr>
<td><strong>3.3</strong> Provides evidence of incorporating multicultural content and perspectives into the lesson</td>
</tr>
<tr>
<td><strong>3.4</strong> Creates a learning community where individual differences are respected and individual needs are met</td>
</tr>
<tr>
<td><strong>3.5</strong> Engages in classroom activities that help students learn about diversity, their families and their communities</td>
</tr>
<tr>
<td><strong>3.6</strong> Engages in strategies to support the learning of students whose first language is not English</td>
</tr>
<tr>
<td><strong>3.7</strong> Engages in activities in the classroom that demonstrate knowledge of diverse students and their lives</td>
</tr>
<tr>
<td><strong>3.8</strong> Uses appropriate teaching and curriculum materials that provide an equitable portrayal of diversity</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th><strong>4.1</strong> Designs effective lessons by organizing the instructional activities to achieve the objectives and outcomes of the lesson</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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<tbody>
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</table>

**4.2** Designs instruction that develops students’ critical thinking and problem solving capabilities

<table>
<thead>
<tr>
<th><strong>4.3</strong> Designs unit and lesson plans that incorporate interdisciplinary learning experiences that allow students to integrate knowledge from different subject areas</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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<tbody>
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</tbody>
</table>

4.4 Implements instructional activities that achieve the objectives and outcomes of the lesson

<table>
<thead>
<tr>
<th><strong>4.5</strong> Implements lessons that develop students’ critical thinking and problem solving capabilities</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
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</table>

4.6 Uses strategies to make the subject matter meaningful to students

<table>
<thead>
<tr>
<th><strong>4.7</strong> Uses a variety of appropriate instructional materials and resources to achieve the objectives of the lesson</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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</table>

4.8 Implements interdisciplinary learning experiences that allow students to integrate knowledge from several subject areas

<table>
<thead>
<tr>
<th><strong>4.9</strong> Integrates technology into the lesson plan to promote effective learning for all students</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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</table>

**Comments:**

### 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:**

<table>
<thead>
<tr>
<th><strong>5.1</strong> Designs appropriate assessments that are aligned with learning objectives</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
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</tbody>
</table>

**5.2** Provides evidence of using formative and summative assessment data to adjust and improve instructional planning

<table>
<thead>
<tr>
<th><strong>5.3</strong> Collects data on learning outcomes to measure lesson objectives</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

5.4 Implements continuous assessment strategies throughout the lesson to immediately adjust and improve instruction to foster student growth

<table>
<thead>
<tr>
<th><strong>5.5</strong> Provides meaningful and specific feedback to students on their learning</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
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</table>

5.6 Uses authentic assessments as one measure of student learning

<table>
<thead>
<tr>
<th><strong>5.7</strong> Provides opportunities for students to monitor their own progress and conduct self-assessments</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
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<tbody>
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5.8 Uses technology to support assessment and monitoring of student progress

| **Comments:** |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
**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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Encourages appropriate student participation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.2 Encourages positive peer relationships through classroom activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3 Demonstrates general warmth, caring and respect towards students through verbal/nonverbal communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4 Uses effective classroom management techniques including classroom procedures, rules and management of instructional groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5 Manages student behavior through effective disciplinary strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.6 Considers physical space and resources that optimizes learning activities for all students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.7 Maintains a learning community in which students participate in decision-making, work collaboratively/independently, and assume responsibility for themselves and one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.8 Creates a classroom environment in which students are engaged in learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.9 Uses instructional time effectively to achieve learning outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.10 Prepares students for and monitors independent and group work that allows for full and varied participation of all students</td>
<td>1</td>
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</tr>
</tbody>
</table>

Comments:

**Standard #7: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Considers IEPs and section 504 plans for learners with special needs in lesson planning</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>7.2 Designs activities for students with special learning needs in lesson plans</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.3 Demonstrates through verbal interactions and teaching practices that students with special needs can learn and achieve</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.4 Makes appropriate adaptations or modifications to instructional tasks and/ or learning environment to accommodate the learning needs of all students (e.g. Gifted and talented, English language learners, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.5 Makes appropriate adaptations of modifications for assessing student learning (such as additional time to complete assessment)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.6 Uses technology to support students who have special needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Communicates effectively in English using appropriate oral expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.2 Communicates effectively in English using appropriate written expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.3 Models effective communication and questioning techniques to facilitate student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.4 Interacts with students in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.5 Engages students in activities that promote and value the development of oral language (Listening and Speaking)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.6 Engages students in activities that promote and value the development of written language (Reading and Writing)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.7 Engages students in activities the promote and value the development of numeracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.8 Promotes communication through the use of technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### 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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 Provides evidence of demonstrating professional relationships with all members of the school community</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>9.2 Provides evidence of effective communication with parents and guardians</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>9.3 Provides evidence of family involvement to strengthen the teaching and learning environment</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.4 Uses technology to promote collaboration and partnerships with families and the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.1 Provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.2 Provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all students and the school community</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.3 Provides evidence of maintaining accurate student records</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.4 Provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.5 Exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and students)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.6 Reflects upon and uses constructive suggestions to enhance the teaching and learning process</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>10.7 Demonstrates effective, reading, writing, mathematics, and technology skills to perform as a professional</strong></td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

**Comments:**

**Standard #11: Professional Responsibility**

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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</thead>
<tbody>
<tr>
<td><strong>11.1 Demonstrates knowledge of the school’s professional code of conduct</strong></td>
<td>1</td>
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<tr>
<td><strong>11.2 Demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers.</strong></td>
<td>1</td>
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<tr>
<td><strong>11.3 Maintains professional relationships with students and colleagues</strong></td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td><strong>11.4 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>11.5 Consistently adheres to school and district policies (e.g., school hours, responsibilities, etc.)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments:**

**Designates an item that might need probing during a conference and may require evidence from the candidate to determine rating**
General Comments by Evaluator (Field Supervisor, Cooperating Teacher, Intern):

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Self-Reflection of Intern:

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