

**Professional Assessment for Clinical Experiences**   
Revised Summer 2018

**Success Criteria:**

**Clinical Experience:** [PACE](https://www.wpunj.edu/coe/departments/field/assets/PACE%20Rubric%208-29-17%20(003).pdf) will be completed as a **Final Report** at the end of the experience.  The ratings of [PACE](https://www.wpunj.edu/coe/departments/field/assets/PACE%20Rubric%208-29-17%20(003).pdf)are averaged providing a final 1 – 4 point score.  Scoring for Clinical Experience Teacher Candidates: A score of 2.0 (developing) or higher is a passing score unless there are ineffective ratings in three areas.  A score of 1.999 and lower and/or three novice ratings is considered a failing score.

**Clinical Practice I:**[PACE](https://www.wpunj.edu/coe/departments/field/assets/PACE%20Rubric%208-29-17%20(003).pdf) will be completed as an Interim Report at the mid-point of the experience and a Final Report at the end of the experience. The ratings of PACE are averaged providing a final 1 – 4 point score. A score of 2.0 (developing) or higher is a passing score unless there are ineffective ratings in three areas.  A score of 1.999 and lower and/or three novice ratings is considered a failing score.

**Clinical Practice II:**  [PACE](https://www.wpunj.edu/coe/departments/field/assets/PACE%20Rubric%208-29-17%20(003).pdf) will be completed as an **Interim Report** at the mid-point of the experience and a **Final Report** at the end of the experience. The ratings of PACE are averaged providing a final 1 – 4 point score.  A score for Clinical Practice Clinical Interns of 2.5 or higher is a passing score unless there is a novice rating in one area.  A score of 2.499 and lower and/or one novice rating is considered a failing score.

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| **Criterion** | **Description** | **Novice**  Describe Awareness and Basic Knowledge (Building Knowledge)  (1) | **Developing**  Demonstrate Knowledge and Understanding  (Comprehension)  (2) | **Proficient**  Leverage Knowledge and Apply to Known Contexts  (Application and Analysis)  (3) | **Advanced**  Integrate Knowledge and Apply to New Contexts with Proficiency and Adaptability  (Synthesis and Evaluation)  (4) |
| **C1. Demonstrates Knowledge of Learners (CAEP 1.1, 1.2)** | *Teacher candidate applies theories of learner cognitive, linguistic, social, emotional and physical development, by using research-based methods to gather information on learners’ strengths, interests, needs and development in different domains, and designs**lessons that are appropriate to learners’ identified characteristics.* | Teacher candidate recalls theories of learner cognitive, linguistic, social, emotional and/or physical development that influence learning and identifies learner characteristics that might affect learning. | Teacher candidate describes theories of learner cognitive, linguistic, social, emotional and/or physical development that influence learning; explainshowinformation on learner characteristics, including needs, gathered through research-based methods, might impact development. | Teacher candidate applies theories of learner cognitive, linguistic, social, emotional and physical development, by using research-based methods to gather information on learners’ strengths, interests, needs and development in different domains, and designslessons that are appropriate to learners’ identified characteristics. | Teacher candidate integrates theories of learner cognitive, linguistic, social, emotional and physical development with relevant information on learners’ strengths, as gathered through research-based methods, to teach lessons that are respectful and responsive to group and individual learner’s different characteristics and misconceptions. |
| **C2. Recognizing and Addressing Student Learning Needs / The Learner and Learning Environment (CAEP 1.1, 1.5)** | *The teacher candidate establishes high expectations for diverse learners and their learning needs by integrating modifications, accommodations and/or differentiated instruction aligned with learning objectives and the NJ Student Learning Standards, using instructional resources, tools, technologies and content specific strategies to support learning and development.* | The teacher candidate lists instructional resources, technologies and tools to support diverse learners and learning needs. | The teacher candidate creates modifications, accommodations and/or differentiated instruction to support diverse learners and learning needs that align with learning objectives and the NJ Student Learning Standards. | The teacher candidate establishes high expectations for diverse learners and their learning needs by integrating modifications, accommodations and/or differentiated instruction aligned with learning objectives and the NJ Student Learning Standards using instructional resources, tools, technologies and content specific strategies to support learning and development. | The teacher candidate establishes high expectations for diverse learners and their learning needs by integrating multiple modifications, accommodations and/or differentiated instruction aligned with learning objectives and the NJ Student Learning Standards, incorporating instructional resources, tools, technologies and content specific strategies to support learning and development AND synthesizes knowledge of research and theory to justify instructional decision making related to modifications, accommodations and differentiated instruction. |
| **C3 Establishes a culture of learning (CAEP 1.1, 1.5)** | *The teacher candidate analyzes and reflects upon current research to facilitate a healthy, safe, organized and productive learning environment that communicates respect among all learners and reinforces classroom and school expectations, including HIB policies; is responsive and inclusive of diverse cultural backgrounds and perspectives; and teaches learners how to use technology in appropriate, safe and effective ways.* | The teacher candidate identifies elements of a healthy, safe, organized and productive learning environment that communicates respect among all learners and reinforces classroom and school expectations, including HIB policies. | The teacher candidate identifies and describes a healthy, safe, organized and productive learning environment that communicates respect among all learners and reinforces classroom and school expectations, including HIB policies; is responsive and inclusive of diverse cultural backgrounds and perspectives; and teaches learners how to use technology in appropriate, safe and effective ways. | The teacher candidate analyzes and reflects upon current research to facilitate a healthy, safe, organized and productive learning environment that communicates respect among all learners and reinforces classroom and school expectations, including HIB policies; is responsive and inclusive of diverse cultural backgrounds and perspectives; and teaches learners how to use technology in appropriate, safe and effective ways. | The teacher candidate analyzes and reflects upon current research to facilitate a healthy, safe, organized and productive learning environment that communicates respect for each learner, promotes respect for each learner and ways they can promote respect for each other, reinforces classroom and school expectation, including HIB policies, is responsive and inclusive of diverse cultural backgrounds and perspectives, and teaches leaners how to use technology in appropriate, safe and effective ways, providing opportunities for self-directed learning. |
| **C4. Demonstrates Knowledge of Content, Pedagogy, and Resources (CAEP 1.1, 1.2, 1.4, 3.4)** | *The teacher candidate evaluates and uses relevant and appropriate research, resources, and materials of the discipline to impact learning.* | The teacher candidate identifies or lists resources or materials used to plan lessons. | The teacher candidate describes research, resources and materials used to plan lessons. | The teacher candidate evaluates and uses relevant and appropriate research, resources, and materials to plan lessons. | The teacher candidate rationalizes and defends the selection and use of appropriate research, resources, and materials in light of their potential impacts on learners to plan lessons. |
| **C5. Develops Learning Objectives and Opportunities that Align to Learning Standards (CAEP 1.1, 1.2, 1.4, 3.4)** | *The teacher candidate designs learning objectives, success criteria, and common learning opportunities in alignment with NJSLS and CCR Standards that demonstrate accurate knowledge in major concepts, use of academic language, and tools of inquiry of the discipline.* | The teacher candidate Identifies or lists learning objectives and common learning opportunities/tasks. | The teacher candidate designs learning objectives and common learning opportunities/tasks in alignment with NJSLS and CCR Standards. | The teacher candidate designs learning objectives, success criteria, and common learning opportunities/tasks in alignment with NJSLS and CCR Standards that demonstrate accurate knowledge in major concepts, use of academic language, and tools of inquiry of the discipline. | The teacher candidate designs learning objectives, success criteria, and common learning opportunities/tasks in alignment with NJSLS and CCR Standards that demonstrate accurate knowledge in major concepts, use of academic language, and tools of inquiry of the discipline, and support diverse learner’s development of knowledge and skills in the content area. |
| **C6. Engage Learners in Inquiry-Based Learning and Academic Discourse (CAEP 1.1, 1.5)** | *The teacher candidate facilitates learner knowledge of the academic content, critical thinking, and inquiry of the discipline by designing learning experiences that stimulate prior knowledge, link new ideas to familiar ideas and experiences, and make connections to the real world.* | The teacher candidate identifies and presents the academic content, and designs learning experiences to share them with learners. | The teacher candidate facilitates learner knowledge of the academic content by designing learning experiences that stimulate prior knowledge and link new ideas to familiar ideas and experiences. | The teacher candidate facilitates learner knowledge of the academic content, critical thinking, and inquiry of the discipline, by designing learning experiences that stimulate prior knowledge, link new ideas to familiar ideas and experiences, and make connections to the real world. | The teacher candidate integrates learner knowledge of the academic content, as well as critical thinking and inquiry of the discipline, by designing learning experiences that stimulate prior knowledge, link new ideas to familiar ideas and experiences, and make connections to the real world through the learner’s independent use of appropriate technologies, resources, and materials. |
| **C7. Plans for Supporting Academic Language (CAEP 1.1, 1.5)** | *The teacher candidate designs lesson plans that contain instructional practices requiring learners to use the academic language (vocabulary, syntax, and discourse) of the discipline.* | The teacher candidate designs lesson plans that include relevant academic language (vocabulary, syntax, and discourse) of the discipline. | The teacher candidate designs lesson plans that model use of the academic language (vocabulary, syntax, and discourse) of the discipline. | The teacher candidate designs lesson plans that contain instructional practices requiring learners to use the academic language (vocabulary, syntax, and discourse) of the discipline. | The teacher candidate designs lesson plans that contain instructional practices requiring learners to use, apply, and integrate the academic language (vocabulary, syntax, and discourse) of the discipline into their work. |
| **C8. Designs Learner Assessments to Support Learning (CAEP 1.1, 1.5)** | *The teacher candidate designs assessments of mid-to-high level of cognitive demand that provide evidence of learner understanding of learning objectives.* | The teacher candidate designs assessments that are aligned to learning objectives. | The teacher candidate designs assessments of low-to-mid level of cognitive demand that are aligned to learning objectives. | The teacher candidate designs assessments of mid-to-high level of cognitive demand that provide evidence of learner understanding of learning objectives. | The teacher candidate incorporates best practices in assessment design (addressing variety, validity, depth, rigor, and complexity) to design assessments of mid-to-high level of cognitive demand that provide evidence of learner understanding of learning objectives. |
| **C9. Uses Assessment to Inform Instructional Practices (CAEP 1.1, 1.5)** | *The teacher candidate analyzes data from summative and/or formative assessments using multiple tools (including technology) to evaluate and monitor student understanding, progress and performance over time (whole group and similar-needs groups) and revises curriculum materials, instructional practices and supports accordingly.* | The teacher candidate identifies data from summative or formative assessments to evaluate the understanding, progress and performance of the whole class. | The teacher candidate examines data from summative and/or formative assessments to evaluate the understanding, progress and performance of the class as a whole and similar-needs groups. | The teacher candidate analyzes data from summative and/or formative assessments using multiple tools (including technology) to evaluate and monitor student understanding, progress and performance over time (whole group and similar-needs groups) and revises curriculum materials, instructional practices and supports accordingly. | The teacher candidate analyzes data from summative and/or formative assessments, applying multiple tools (including technology) to evaluate the understanding, progress and performance over time (whole group and similar-needs groups) and revises curriculum materials, instructional practices and supports accordingly. |
| **C10. Develops Success Criteria Based on Learning Objectives and Engages Learners in Analyzing their Own Assessment**  **(CAEP 1.1, 1.5)** | *The teacher candidate designs and communicates clear success criteria in accomplishing the learning objectives, and engages learners to review and analyze their progress.* | The teacher candidate describes how learners will know they have achieved the learning objectives. | The teacher candidate designs and communicates to learners clear criteria of success in accomplishing the learning objectives. | The teacher candidate designs and communicates clear success criteria in accomplishing the learning objectives, and engages learners to review and analyze their progress. | The teacher candidate designs and communicates clear success criteria in accomplishing the learning objectives, and engages learners to review and analyze their progress, including how they align or deviate from success criteria, as well as guidance for improvement. |
| **C11. Designs Instruction to Expand/Support Learning (CAEP 1.2, 1.2)** | *The teacher candidate designs lesson plans that use a variety of effectively-sequenced, research-based instructional practices (i.e. lecture, small group work, jigsaw, discovery learning, etc.) at an appropriate pace to support learning.* | The teacher candidate designs lesson plans using instructional practices to deliver academic content. | The teacher candidate designs lesson plans and appropriately sequences instructional practices to deliver academic content. | The teacher candidate designs lesson plans that use a variety of effectively sequenced, research-based instructional practices (i.e. lecture, small group work, jigsaw, discovery learning, etc.) at an appropriate pace to support learning. | The teacher candidate designs lesson plans that use a variety of effectively-sequenced, research-based instructional practices (i.e. lecture, small group work, jigsaw, discovery learning, etc.) to support learning, adjusting the pace of instruction according to the specific learning needs (cognitive, linguistic, physical, social, and emotional) of learners. |
| **C12. Facilitates Instruction to Expand/Support Learning (CAEP 1.1., 1.2, 1.5, 3.4)** | *The teacher candidate differentiates facilitation strategies (such as asking questions to stimulate discussion, responding to learners with appropriate wait time, and using effective written and verbal communication) to support diverse learning needs by process, product, or content, to foster college and career readiness.* | The teacher candidate uses facilitation strategies to support diverse learning needs. | The teacher candidate uses a variety of facilitation strategies (asking questions to stimulate discussion responding to learners with appropriate wait time, and using effective written and verbal communications) to support diverse learning needs and foster college and career readiness. | The teacher candidate differentiates facilitation strategies (asking questions to stimulate discussion, responding to learners with appropriate wait time, and using effective written and verbal communication) to support diverse learning needs by process, product, or content, to foster college and career readiness. | The teacher candidate differentiates facilitation strategies (asking questions to stimulate discussion, responding to learners with appropriate wait time, and using effective written and verbal communications) to support diverse learning needs by process, product, or content, to engage all diverse learners, including IEP, 504 plan, ELL, and gifted learners, in meaningful learning tasks. |
| **C13. Reflects on Teaching/Cycle of Teaching (CAEP 1.1)** | *The teacher candidate uses assessment data and evidence from teaching practices to individually and collaboratively reflect on and adapt instructional planning and teaching practices.* | The teacher candidate individually reflects on teaching and learning to inform teaching practice. | The teacher candidate uses assessment data to individually and collaboratively reflect on instructional planning and teaching practices. | The teacher candidate uses assessment data and evidence from teaching practices to individually and collaboratively reflect on and adapt instructional planning and teaching practices. | The teacher candidate analyzes assessment data and evidence from teaching practices individually and collaboratively to reflect on instructional planning and teaching and teaching practices and justifies modifying teaching practices in relation to educational theories or models, |
| **C14. Analyzes Teacher Effectiveness/Cycle of Teaching (CAEP 1.1)** | *The teacher candidate analyzes and interprets assessment data on teacher effectiveness and learner performance and uses research to draw conclusions on their professional learning needs and engages in meaningful and appropriate professional learning experiences in order to improve teaching and learning.* | The teacher candidate identifies how assessment data is used to adapt instructional planning in teaching practice to improve learning. | The teacher candidate explains and draws conclusions on teacher effectiveness and learner performance using assessment data and describes his or her needs as a growing professional. | The teacher candidate analyzes and interprets assessment data on teacher effectiveness and learner performance to draw conclusions on their professional learning needs and engages in meaningful and appropriate professional learning experiences in order to improve teaching and learning. | The teacher candidate analyzes and interprets assessment data on teacher effectiveness and learner performance and uses research to draw conclusions on their professional learning needs and engages in meaningful and appropriate professional learning experiences in order to improve teaching and learning. |
| **C15. Participates in the Professional Community to Grow and Develop (CAEP 1.1, 3.3)** | *The teacher candidate establishes and maintains a positive collaborative relationship with families and colleagues to promote the academic, social, and emotional growth of children, to support the mission of the school and school’s culture of high expectations to advance the profession.* | The teacher candidate participates in collaborative interactions with colleagues. | The teacher candidate participates in collaborative interactions with colleagues, and lists some ways he or she might establish collaborative relationships with families. | The teacher candidate establishes and maintains a positive collaborative relationship with families and colleagues to promote the academic, social, and emotional growth of children, to support the mission of the school and school’s culture of highexpectations to advance the profession. | The teacher candidate evaluates the extent to which his or her collaborative interactions with families, colleagues and community agencies, promotes the academic, social, and emotional growth of children, advances the profession, and contributes to a common culture that supports high expectations for student learning to advance the profession. |
| **C16. Demonstrates Professional Ethics/ Professional Responsibilities and Dispositions (CAEP 1.1, 3.3)** | *The teacher candidate**applies the major tenets of professional expectations (codes of ethics, relevant laws and policies, and professional standards) in their professional decision making and behaviors, and complies with university, class, school, and or district policies and regulations.* | The teacher candidateidentifies the sources (such as state, district, professional agency) governing professional expectations (codes of ethics, relevant laws and policies, and professional standards) and identifies university, class, school, and or district policies and regulations. | The teacher candidatedescribes the governing sources and major tenets of professional expectations (codes of ethics, relevant laws and policies, and professional standards) and complies with university, class, school, and or district policies and regulations. | The teacher candidateapplies the major tenets of professional expectations (codes of ethics, relevant laws and policies, and professional standards) in their professional decision making and behaviors, and complies with university, class, school, and or district policies and regulations. | The teacher candidatejustifies their professional decision making and behaviors with the major tenets of professional expectations (codes of ethics, relevant laws and policies, and professional standards), complies with university, class, school, and or district policies and regulations, and supports colleagues’ navigation of various sources of ethical guidelines. |
| **C17. Demonstrates Professional Dispositions (CAEP 1.1, 1.5, 3.3)** | *The candidate follows school and university rules, expectations and policies, encourages others to respect them, and shows suitable patterns of behavior with respect to rules and always demon-strates professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, and shows respect for classmates and instructors.* | The candidate is unaware of school and university rules, expectations and policies, or may disregard known policies or restrictions and does not demonstrate professional behavior professional behavior that reflects honesty, integrity, personal responsibility, and confidentiality | The candidate knows school and university rules, expectations and policies, and follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following rules and demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and confidentiality when it is convenient | The candidate follows school and university rules, expectations and policies, encourages others to respect them, and shows suitable patterns of behavior with respect to rules and policies and always demonstrates professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, and shows respect for classmates and instructors. | The candidate follows school and university rules, expectations and policies, encourages others to respect them, and shows exemplary patterns of behavior with respect to rules, expectations and policies and always demonstrates and models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, and shows respect for classmates and instructors. |
| **C18. Demonstrates Skills and Commitment that Afford All Learners Access to Rigorous College and Career Ready Standards (CAEP 3.4)** | *The teacher candidate creates interdisciplinary learning opportunities aligned to College and Career Ready Standards that build knowledge and skills for financial literacy, successful life and career practices, and effective communication and collaboration in a changing global society.* | The teacher candidate demonstrates an awareness of interdisciplinary learning opportunities. | The teacher candidate creates interdisciplinary learning opportunities, aligned to College and Career Ready Standards. | The teacher candidate creates interdisciplinary learning opportunities aligned to College and Career Ready Standards that build knowledge and skills for financial literacy, successful life and career practices, and effective communication and collaboration in a changing global society. | The teacher candidate creates interdisciplinary learning opportunities, aligned to College and Career Ready Standards, illustrated by specific, research-based case studies to authenticate real-life scenarios, and engages students in self-reflection to identify and formulate traditional and nontraditional career goals and to improve life and career practices to meet rigorous college and career ready standards. |