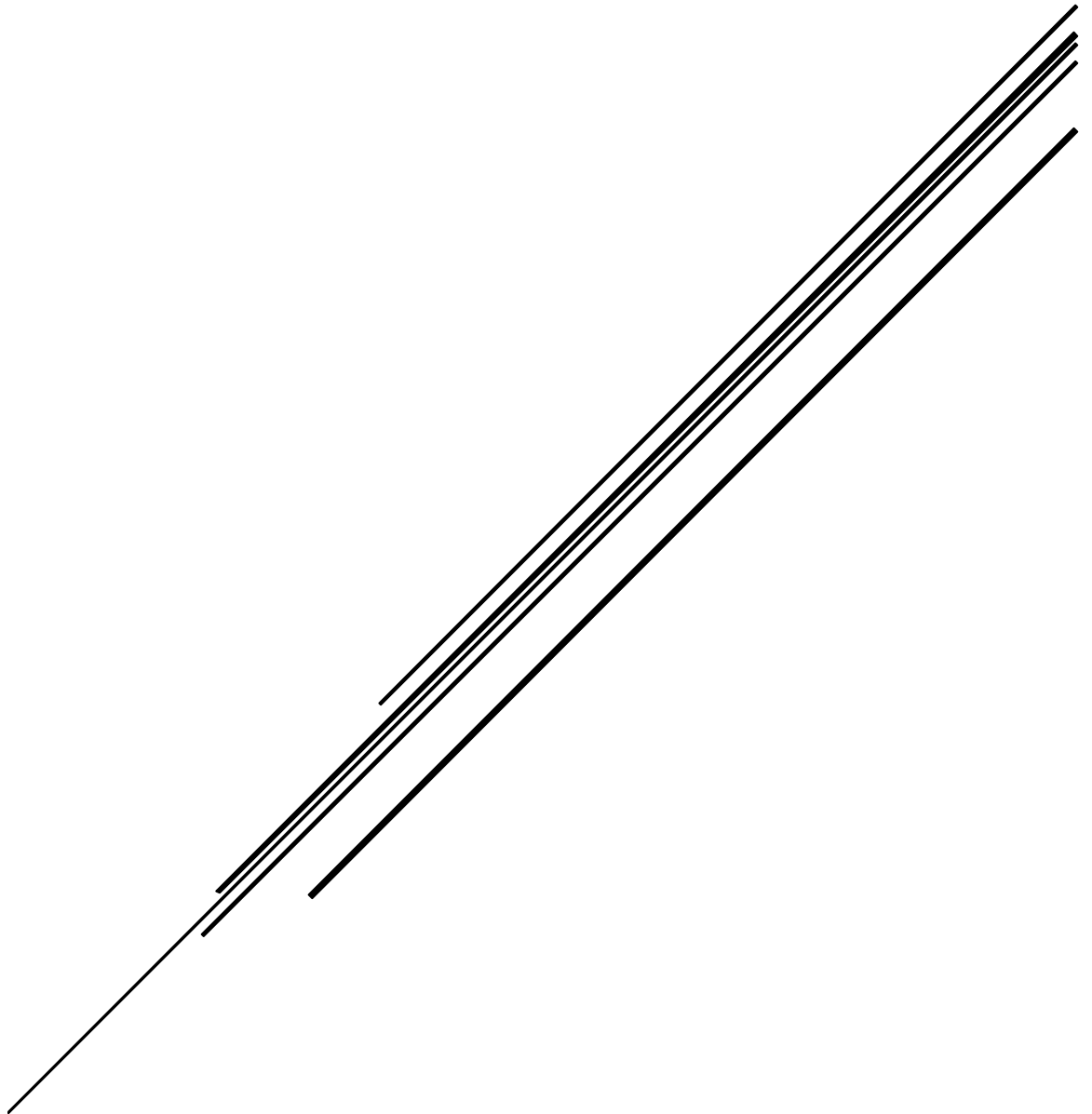


SYNTHESIS PHASE: ASSESSMENT TOOLS

July 2025



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Synthesis Phase: Clinical Internship Formative Assessment (CIFA Mid-term)- Completed by Cooperating Teachers

Directions for Use

This rubric will be completed by the cooperating teacher at mid-term during clinical internship semester. This rubric aligns with the Indiana RISE Rubric 3.0, CAEP 2022, InTASC, and ISTE Standards where applicable, ensuring that clinical interns develop competencies in pedagogy, student engagement, and reflective practice.

This rubric is designed to assess foundational teaching skills during the clinical internship semester. Cooperating teachers should:

1. Review the Evaluation Metrics: Familiarize yourself with the three levels—Ineffective, Proficient, and Advanced.
2. Observe the Clinical Intern in Action: Take detailed notes on instructional strategies, student engagement, and classroom environment.
3. Assess Each Domain and Competency: Use the rubric to determine the clinical intern's performance level for each competency.
4. Facilitate Reflection and Growth: The clinical intern is required to submit weekly reflections and participate in follow-up discussions if they receive three or more ineffective ratings on the CIFA.

Assessment Metrics

- **Level 1 (Ineffective):** The clinical intern implements teaching skills with significant flaws, requires constant guidance, demonstrates insufficient content knowledge, fails to adjust instruction despite student needs, and/or shows minimal reflection on practice.
- **Level 2 (Proficient):** The clinical intern implements effective teaching skills independently, demonstrates solid content knowledge, adjusts instruction based on student needs, and/or reflects on practice regularly.
- **Level 3 (Advanced):** The clinical intern implements sophisticated teaching skills with exceptional effectiveness, proactively modifies instruction based on student data, and deeply reflects on practice to generate improvements.

Synthesis Phase Competency Statements

Domain 1: Planning (Individual, Small Group, Whole Group)

1. **Uses Assessment Data to Plan Differentiated Instruction**
Consistently integrates multiple data sources to design differentiated, individualized lesson plans that address student needs.
2. **Develops Standards-Based, Objective-Driven Lesson Plans**
Creates precise, standards-aligned lesson plans with clear, measurable objectives that guide instructional decisions.

3. **Designs Aligned Assessments and Formative Checks**
Develops multiple, varied assessments and formative checks aligned to objectives to monitor and support student progress.
4. **Connects Instruction to Prior Learning**
Makes explicit, curriculum-wide connections to students' prior learning to enhance understanding.
5. **Plans and Sequences Rigorous Instructional Strategies**
Includes multiple, complementary instructional strategies in lesson plans to support diverse learners in achieving rigorous objectives.
6. **Tracks and Analyzes Student Data for Instructional Decisions**
Utilizes multiple methods to track and analyze student data continuously, adjusting plans to meet learning needs.

Domain 2: Instruction (Individual, Small Group, Whole Group)

7. **Facilitates Student Mastery of Objectives**
Clearly communicates, references, and connects objectives throughout instruction, making them relevant to student interests and real-world contexts.
8. **Implements Activities Aligned with Objectives**
Designs and facilitates activities precisely aligned to objectives to support mastery.
9. **Checks for Understanding and Responds to Misunderstandings**
Uses systematic, targeted checks for understanding and adjusts instruction in response to student needs.
10. **Demonstrates and Communicates Deep Content Knowledge**
Presents content accurately with depth, using precise academic vocabulary with clear, contextual explanations.
11. **Engages All Students with Rigorous, Equitable Participation**
Employs strategies that promote equitable participation, student-to-student academic interaction, and consistent engagement.
12. **Uses Strategic Questioning for Higher-Level Thinking**
Utilizes sophisticated questioning techniques that prompt analysis, synthesis, evaluation, and metacognition.
13. **Implements Effective Pacing, Transitions, and Time Management**
Adjusts pacing based on student understanding, manages seamless transitions, and maximizes instructional time.
14. **Provides Feedback and Encourages Revision**
Delivers targeted feedback that prompts self-assessment and fosters a culture of excellence and continuous improvement.
15. **Differentiates and Modifies Instruction Strategically**
Uses multiple targeted modification strategies to address diverse learning barriers within instruction.
16. **Establishes and Maintains a Respectful, High-Expectations Environment**
Creates a classroom culture of respect, clearly communicates high expectations, and consistently models professionalism.

Domain 3: Professionalism

17. Engages in Professional Collaboration

Actively collaborates with cooperating teachers, peers, and supervisors, seeking and applying feedback to improve practice.

18. Reflects on Practice with Focus on Student Outcomes

Engages in deep reflection, connecting instructional practices to student learning outcomes and setting improvement goals.

19. Demonstrates Commitment to Professional Growth

Seeks additional professional learning opportunities and applies educational research to inform practice.

20. Builds Relationships with Families and School Community

Proactively communicates and collaborates with families and engages with the school community to support student learning.

21. Exemplifies Core Professionalism

Demonstrates consistent attendance, punctuality, adherence to policies, and respectful, professional interactions with all stakeholders.

Domain 1: Planning

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
1 Utilizes Assessment Data to Plan CAEP R1.3, InTASC 6, ISTE 2.7, RISE 1.1	Rarely uses assessment data to create differentiated lesson plans	Consistently uses 3-4 data sources, formative, and summative assessments to create differentiated lesson plans	Implements a comprehensive assessment system drawing from 5+ data sources to create individually differentiated lesson plans
2 Lesson Plans and Student Needs	Does not create lesson plans that address student needs	Creates lesson plans that include specific accommodation for some identified student needs	Creates individualized lesson plans that comprehensively meet all student needs
3 Develops Standards- Based Lesson Plans CAEP R1.2, InTASC 7, ISTE 2.5, RISE 1.3	Creates lesson plans with weak or missing alignment to standards	Creates lesson plans with clear alignment to standards	Creates lesson plans with precise alignment to standards at multiple levels

4 Objectives	Writes objectives that are unmeasurable or misaligned	Writes clear, measurable objectives aligned to standards	Writes precise, rigorous objectives aligned to standards
5 Instructional Strategies	Includes inappropriate or insufficient instructional strategies	Includes 1-2 instructional strategies per lesson	Includes 3-4 complementary instructional strategies per lesson
6 Formative Checks	Omits or includes misaligned formative checks	Designs aligned formative checks for each objective	Designs multi-level formative checks for each objective
7 Connections to Prior Learning	Makes no connections to prior learning	Makes explicit connections to prior learning	Makes sophisticated connections across curriculum
8 Creates Objective-Driven Assessments	Assessments are not aligned to lesson objectives	Most assessments are aligned to lesson objectives	Multiple and varied assessments are aligned to all lesson objectives
9 Tracks Student Data CAEP R1.3, InTASC 6, ISTE 2.7, RISE 1.5	Does not use consistent methods to track student performance	Uses more than one method to track student performance	Uses 3 or more methods to track student performance and makes individual adjustments in real-time
10 Analyzing Data	Rarely analyzes data or only when required	Analyzes data weekly for ongoing adjustments	Analyzes data continuously with real-time adjustments

Domain 2: Instruction

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
11 Develops Student Understanding and Mastery of Objectives CAEP R1.2, InTASC 4, RISE 2.1	Only states objective at the start of the lesson Provides limited explanation of objective relevance	States objective at start and refers to it during lesson Explains objective relevance	Integrates objective throughout entire lesson Connects objective explicitly to real-world

		clearly to students	relevance and student interests
12 Activity Design and Objectives	Designs activities with inconsistent alignment to the objectives	Designs activities with consistent alignment to objectives	Designs activities with precise alignment to the objective components
13 Checks for Understanding	Only checks understanding at the end of the lesson	Checks understanding at multiple points during lesson	Checks understanding systematically throughout lesson with targeted methods
14 Lesson Closure	No lesson closure	Closes lesson with some reference to lesson objective	Closes lesson with clear reference to lesson objective and students demonstrate some mastery of the lesson objective
15 Demonstrates and Clearly Communicates Content Knowledge to Students CAEP R1.2, InTASC 4, RISE 2.2	Presents content with occasional minor inaccuracies	Presents content accurately	Presents content with depth and nuanced understanding
16 Content Vocabulary	Uses limited content vocabulary with inconsistent definitions	Uses appropriate content vocabulary with clear definitions	Uses precise content vocabulary with contextual definitions and etymology
17 Response to Questions	Responds to basic student questions inadequately	Responses to student questions adequately	Responds to student questions with prompts for deeper thinking
18 Engages Students in Academic Content	Engages volunteers or high participators	Engages students	Engages all students with

		through targeted participation strategies	strategies that promote equitable participation
<i>19 Wait Time</i>	Provides no wait time during (or after) questioning.	Provides adequate wait time followed by prompting	Provides strategic wait time differentiated by question complexity and followed by prompting
<i>20 Student-to-Student Interaction</i>	Facilitates limited student-to-student interaction	Facilitates regular, structured student-to-student interaction	Facilitates higher-level student-to-student academic interaction
<i>21 Completion and Quality of Student Work</i>	Monitors completion rather than quality of student work	Monitors both completion and quality of student work	Monitors work quality with standards-based criteria
<i>22 Modification Strategies (As Needed)</i>	Uses 1-2 modification strategies (e.g., re-explaining, additional time), as needed	Uses 3-4 modification strategies based on identified needs, as needed	Use 5+ modification strategies precisely matched to specific learning barriers, as needed
<i>23 Pacing</i>	Adjusts pacing based "totally" on time constraints.	Adjusts pacing based on student understanding and time constraints.	Adjusts pacing with differentiated approaches for various learners
<i>24 Reacting to Situations</i>	Responds reactively to unexpected situations	Responds appropriately to unexpected situations	Anticipates and prevents many potential issues

25 Develops Higher-Level Understanding through Rigorous Instruction and Work CAEP R1.2, InTASC 5, RISE 2.6 Note: 1. Examples of types of questions that can develop higher-level understanding: • Activating higher levels of inquiry on Bloom’s taxonomy (using words such as “analyze”, “classify”, “compare”, “decide”, “evaluate”, “explain”, or “represent”) • Asking students to explain their reasoning • Asking students to explain why they are learning something or to summarize the main idea • Asking students to apply a new skill or concept in a different context	Focuses questions primarily on recall/comprehension/knowledge (DOK 1-2)	Balances questions across cognitive levels by designing tasks requiring analysis and application (DOK 1-3)	Strategically sequences questions across all cognitive levels requiring synthesis, evaluation, and/or creation (DOK 1-4)
26 Student Input	Provides 1-2 opportunities for student explanation	Provides regular opportunities for students to explain reasoning	Builds explanation of reasoning into all student responses
27 Asking Questions	Accepts first answers without probing student thinking	Uses follow-up questions to probe student thinking	Uses sophisticated questioning techniques to develop metacognition

28 Maximizes Instructional Time CAEP R1.1, InTASC 3, RISE 2.7	Uses basic routines with inconsistent implementation	Establishes effective routines with consistent implementation	Establishes efficient routines that students execute independently
29 Transitions	Manages transitions that take 1-2+ minutes each	Manages smooth transitions under 1 minute each	Manages seamless transitions under 30 seconds each
30 Preparing Materials	Prepares some materials in advance	Prepares all materials in advance	Prepares and strategically arranges all materials for optimal access
31 Keeping Students Engaged	Allows some students to disengage during transitions and/or instruction	Keeps most students engaged during transitions and/or instruction	Maintains full student engagement during transitions and/or instruction
32 Timing of Lesson/Instruction	Implements lesson components with minimal attention to timing	Implements lesson components with appropriate pacing	Implements lesson components with precise timing matched to learning needs
33 Creates Classroom Culture of Respect CAEP R1.1, InTASC 3, RISE 2.8	Establishes basic behavioral expectations	Establishes and reinforces clear behavioral expectations	Establishes expectations that students monitor and maintain

34 Sets High Expectations for Academic Success CAEP R1.1, InTASC 3, RISE 2.9	Communicates general expectations for work quality	Communicates specific expectations with examples	Establishes rigorous expectations with exemplars at multiple levels
35 Feedback to Students	Provides basic feedback focusing on completion	Provides specific feedback addressing quality and improvement	Provides targeted feedback prompting student self-assessment
36 Use of Praise	Uses praise that is general ("Good job")	Uses specific praise tied to effort and achievement	Uses praise that reinforces growth mindset and specific strategies
37 Quality of Student Work	Accepts work meeting minimal requirements	Encourages revision to improve work quality	Establishes culture where students seek excellence and revision

Domain 3: Professionalism

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
38 Attending Meetings	Does not attend department/team meetings	Attends department/team meetings	Provides meaningful contributions to department/team meetings
39 Relationships with School Staff	Maintains minimal interaction with school staff	Builds productive relationships with school staff	Builds collaborative networks across departments/grade levels

40 School Community	Demonstrates basic knowledge of school community	Demonstrates engagement with school community	Demonstrates investment in school community beyond classroom
41 Collaborates with Peers/Cooperating Teacher CAEP R1.4, InTASC 10, ISTE 2.4, RISE 3.2	Avoids or misses meetings with cooperating teacher or university supervisor	Meets with cooperating teacher and university supervisor	Intern seeks additional support meetings with cooperating teacher and/or university supervisor
42 Feedback	Rejects or dismisses feedback from cooperating teacher or university supervisor	Seeks specific feedback on practice from cooperating teacher or university supervisor	Seeks targeted feedback with clear improvement goals from cooperating teacher or university supervisor
43 Response to Feedback	Implements limited suggestions from feedback	Implements feedback with noticeable changes	Implements feedback with measurable impact on student learning
44 Planning with Cooperating Teacher	Makes no contribution to planning with cooperating teacher	Contributes substantively to planning with cooperating teacher	Takes appropriate leadership in planning with cooperating teacher
45 Seeks Professional Skills and Knowledge CAEP R1.4, InTASC 9, ISTE 2.1, RISE 3.3	Avoids or disengages during professional development	Engages actively in professional development	Seeks additional professional learning opportunities
46 Reflection	Reflects superficially on	Reflects thoughtfully on teaching with	Reflects deeply with connections to student outcomes

	teaching experiences	specific examples	
47 Professional Improvement	Shows limited initiative for self-improvement	Takes initiative for professional improvement	Creates innovative approaches to professional improvement
48 Educational Research	Demonstrates minimal awareness of educational research	Connects practice to current educational research	Integrates current research into practice with critical analysis
49 Differentiated Supports	Provides no differentiated supports	Provides targeted interventions within classroom	Implements multi-tiered support systems
50 Engages Families in Student Learning CAEP R1.4, InTASC 10, RISE 3.5	Fails to communicate with families and/or does not respond to family communications	Communicates and responds with families regularly (e.g. newsletters, agendas)	Communicates and responds with families proactively and frequently
51 Understanding Families	Shows limited understanding of family circumstances	Adapts approaches based on family circumstances	Tailors approaches to diverse family needs and cultures

Core Professionalism

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
52 Attendance	Has frequent absences or tardiness that negatively impacts teaching	Has regular attendance; absences are infrequent and justified	Is consistently present and fully engaged in all professional responsibilities
53 On-Time Arrival	Is often late to class or duties	Arrives on time and is prepared	Is consistently punctual and models professionalism

54 Policies and Procedures	Inconsistently adheres to school policies	Follows all school policies and procedures	Exemplifies integrity and professionalism in all school-related responsibilities
55 Respect	May lack professionalism in interactions with students and colleagues	Is consistently respectful and professional in all interactions	Models the highest level of professionalism and respect in all interactions
Clinical Intern Overall Rating			
Total Number of Each Rating			
Unsatisfactory - Count the number of "Unsatisfactory" ratings this Clinical Intern received. Enter this number in the box to the right.			
Proficient: Count the number of "Proficient" ratings this Clinical Intern received. Enter this number in the box to the right.			
Exemplary: Count the number of "Exemplary" ratings this Clinical Intern received. Enter this number in the box to the right.			
Use the numbers above to determine the Clinical Intern's overall rating. Click the appropriate overall rating.			
	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
56 Overall, the Clinical Intern	Performs at the unsatisfactory level on at least 11 criteria	Performs at the proficient or exemplary level on at least 46 criteria	Performs at the exemplary level on at least 28 criteria and receives no rating of unsatisfactory

Synthesis Phase: Clinical Internship Summative Assessment (CIFA End of Term)- Completed by Cooperating Teachers and University Supervisors

Directions for Use

This rubric will be completed by the cooperating teacher and the university supervisor at the end of the clinical internship semester. This rubric aligns with the Indiana RISE Rubric 3.0, CAEP 2022, InTASC, and ISTE Standards where applicable, ensuring that clinical interns develop competencies in pedagogy, student engagement, and reflective practice.

This rubric is designed to assess foundational teaching skills during the clinical internship semester. Cooperating teachers and university supervisors should:

1. Review the Evaluation Metrics: Familiarize yourself with the three levels—Ineffective, Proficient, and Advanced.
2. Observe the Clinical Intern in Action: Take detailed notes on instructional strategies, student engagement, and classroom environment.
3. Assess Each Domain and Competency: Use the rubric to determine the clinical intern's performance level for each competency.

Assessment Metrics

- **Level 1 (Ineffective):** The clinical intern implements teaching skills with significant flaws, requires constant guidance, demonstrates insufficient content knowledge, fails to adjust instruction despite student needs, and/or shows minimal reflection on practice.
- **Level 2 (Proficient):** The clinical intern implements effective teaching skills independently, demonstrates solid content knowledge, adjusts instruction based on student needs, and/or reflects on practice regularly.
- **Level 3 (Advanced):** The clinical intern implements sophisticated teaching skills with exceptional effectiveness, proactively modifies instruction based on student data, and deeply reflects on practice to generate improvements.

Synthesis Phase Competency Statements

Domain 1: Planning (Individual, Small Group, Whole Group)

1. **Uses Assessment Data to Plan Differentiated Instruction**
Consistently integrates multiple data sources to design differentiated, individualized lesson plans that address student needs.
2. **Develops Standards-Based, Objective-Driven Lesson Plans**
Creates precise, standards-aligned lesson plans with clear, measurable objectives that guide instructional decisions.
3. **Designs Aligned Assessments and Formative Checks**
Develops multiple, varied assessments and formative checks aligned to objectives to monitor and support student progress.

4. **Connects Instruction to Prior Learning**
Makes explicit, curriculum-wide connections to students' prior learning to enhance understanding.
5. **Plans and Sequences Rigorous Instructional Strategies**
Includes multiple, complementary instructional strategies in lesson plans to support diverse learners in achieving rigorous objectives.
6. **Tracks and Analyzes Student Data for Instructional Decisions**
Utilizes multiple methods to track and analyze student data continuously, adjusting plans to meet learning needs.

Domain 2: Instruction (Individual, Small Group, Whole Group)

17. **Facilitates Student Mastery of Objectives**
Clearly communicates, references, and connects objectives throughout instruction, making them relevant to student interests and real-world contexts.
18. **Implements Activities Aligned with Objectives**
Designs and facilitates activities precisely aligned to objectives to support mastery.
19. **Checks for Understanding and Responds to Misunderstandings**
Uses systematic, targeted checks for understanding and adjusts instruction in response to student needs.
20. **Demonstrates and Communicates Deep Content Knowledge**
Presents content accurately with depth, using precise academic vocabulary with clear, contextual explanations.
21. **Engages All Students with Rigorous, Equitable Participation**
Employs strategies that promote equitable participation, student-to-student academic interaction, and consistent engagement.
22. **Uses Strategic Questioning for Higher-Level Thinking**
Utilizes sophisticated questioning techniques that prompt analysis, synthesis, evaluation, and metacognition.
23. **Implements Effective Pacing, Transitions, and Time Management**
Adjusts pacing based on student understanding, manages seamless transitions, and maximizes instructional time.
24. **Provides Feedback and Encourages Revision**
Delivers targeted feedback that prompts self-assessment and fosters a culture of excellence and continuous improvement.
25. **Differentiates and Modifies Instruction Strategically**
Uses multiple targeted modification strategies to address diverse learning barriers within instruction.
26. **Establishes and Maintains a Respectful, High-Expectations Environment**
Creates a classroom culture of respect, clearly communicates high expectations, and consistently models professionalism.

Domain 3: Professionalism

22. Engages in Professional Collaboration

Actively collaborates with cooperating teachers, peers, and supervisors, seeking and applying feedback to improve practice.

23. Reflects on Practice with Focus on Student Outcomes

Engages in deep reflection, connecting instructional practices to student learning outcomes and setting improvement goals.

24. Demonstrates Commitment to Professional Growth

Seeks additional professional learning opportunities and applies educational research to inform practice.

25. Builds Relationships with Families and School Community

Proactively communicates and collaborates with families and engages with the school community to support student learning.

26. Exemplifies Core Professionalism

Demonstrates consistent attendance, punctuality, adherence to policies, and respectful, professional interactions with all stakeholders.

Domain 1: Planning

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
1 Utilizes Assessment Data to Plan CAEP R1.3, InTASC 6, ISTE 2.7, RISE 1.1	Rarely uses assessment data to create differentiated lesson plans	Consistently uses 3-4 data sources, formative, and summative assessments to create differentiated lesson plans	Implements a comprehensive assessment system drawing from 5+ data sources to create individually differentiated lesson plans
2 Lesson Plans and Student Needs	Does not create lesson plans that address student needs	Creates lesson plans that include specific accommodation for some identified student needs	Creates individualized lesson plans that comprehensively meet all student needs
3 Develops Standards-Based Lesson Plans CAEP R1.2, InTASC 7, ISTE 2.5, RISE 1.3	Creates lesson plans with weak or missing alignment to standards	Creates lesson plans with clear alignment to standards	Creates lesson plans with precise alignment to standards at multiple levels

4 Objectives	Writes objectives that are unmeasurable or misaligned	Writes clear, measurable objectives aligned to standards	Writes precise, rigorous objectives aligned to standards
5 Instructional Strategies	Includes inappropriate or insufficient instructional strategies	Includes 1-2 instructional strategies per lesson	Includes 3-4 complementary instructional strategies per lesson
6 Formative Checks	Omits or includes misaligned formative checks	Designs aligned formative checks for each objective	Designs multi-level formative checks for each objective
7 Connections to Prior Learning	Makes no connections to prior learning	Makes explicit connections to prior learning	Makes sophisticated connections across curriculum
8 Creates Objective-Driven Assessments	Assessments are not aligned to lesson objectives	Most assessments are aligned to lesson objectives	Multiple and varied assessments are aligned to all lesson objectives
9 Tracks Student Data CAEP R1.3, InTASC 6, ISTE 2.7, RISE 1.5	Does not use consistent methods to track student performance	Uses more than one method to track student performance	Uses 3 or more methods to track student performance and makes individual adjustments in real-time
10 Analyzing Data	Rarely analyzes data or only when required	Analyzes data weekly for ongoing adjustments	Analyzes data continuously with real-time adjustments

Domain 2: Instruction

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)

<i>11 Develops Student Understanding and Mastery of Objectives</i> CAEP R1.2, InTASC 4, RISE 2.1	Only states objective at the start of the lesson Provides limited explanation of objective relevance	States objective at start and refers to it during lesson Explains objective relevance clearly to students	Integrates objective throughout entire lesson Connects objective explicitly to real-world relevance and student interests
<i>12 Activity Design and Objectives</i>	Designs activities with inconsistent alignment to the objectives	Designs activities with consistent alignment to objectives	Designs activities with precise alignment to the objective components
<i>13 Checks for Understanding</i>	Only checks understanding at the end of the lesson	Checks understanding at multiple points during lesson	Checks understanding systematically throughout lesson with targeted methods
<i>14 Lesson Closure</i>	No lesson closure	Closes lesson with some reference to lesson objective	Closes lesson with clear reference to lesson objective and students demonstrate some mastery of the lesson objective
<i>15 Demonstrates and Clearly Communicates Content Knowledge to Students</i> CAEP R1.2, InTASC 4, RISE 2.2	Presents content with occasional minor inaccuracies	Presents content accurately	Presents content with depth and nuanced understanding

<i>16 Content Vocabulary</i>	Uses limited content vocabulary with inconsistent definitions	Uses appropriate content vocabulary with clear definitions	Uses precise content vocabulary with contextual definitions and etymology
<i>17 Response to Questions</i>	Responds to basic student questions inadequately	Responses to student questions adequately	Responds to student questions with prompts for deeper thinking
<i>18 Engages Students in Academic Content</i>	Engages volunteers or high participators	Engages students through targeted participation strategies	Engages all students with strategies that promote equitable participation
<i>19 Wait Time</i>	Provides no wait time during (or after) questioning.	Provides adequate wait time followed by prompting	Provides strategic wait time differentiated by question complexity and followed by prompting
<i>20 Student-to-Student Interaction</i>	Facilitates limited student-to-student interaction	Facilitates regular, structured student-to-student interaction	Facilitates higher-level student-to-student academic interaction
<i>21 Completion and Quality of Student Work</i>	Monitors completion rather than quality of student work	Monitors both completion and quality of student work	Monitors work quality with standards-based criteria
<i>22 Modification Strategies (As Needed)</i>	Uses 1-2 modification strategies (e.g., re-explaining, additional time), as needed	Uses 3-4 modification strategies based on identified needs, as needed	Use 5+ modification strategies precisely matched to specific learning barriers, as needed

23 Pacing	Adjusts pacing based "totally" on time constraints.	Adjusts pacing based on student understanding and time constraints.	Adjusts pacing with differentiated approaches for various learners
24 Reacting to Situations	Responds reactively to unexpected situations	Responds appropriately to unexpected situations	Anticipates and prevents many potential issues
25 Develops Higher-Level Understanding through Rigorous Instruction and Work CAEP R1.2, InTASC 5, RISE 2.6 Note: 1. Examples of types of questions that can develop higher-level understanding: • Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent") • Asking students to explain their reasoning • Asking students to explain why they are learning something or to summarize the main idea • Asking students to apply a new skill or concept in a different context	Focuses questions primarily on recall/comprehension/knowledge (DOK 1-2)	Balances questions across cognitive levels by designing tasks requiring analysis and application (DOK 1-3)	Strategically sequences questions across all cognitive levels requiring synthesis, evaluation, and/or creation (DOK 1-4)

26 Student Input	Provides 1-2 opportunities for student explanation	Provides regular opportunities for students to explain reasoning	Builds explanation of reasoning into all student responses
27 Asking Questions	Accepts first answers without probing student thinking	Uses follow-up questions to probe student thinking	Uses sophisticated questioning techniques to develop metacognition
28 Maximizes Instructional Time CAEP R1.1, InTASC 3, RISE 2.7	Uses basic routines with inconsistent implementation	Establishes effective routines with consistent implementation	Establishes efficient routines that students execute independently
29 Transitions	Manages transitions that take 1-2+ minutes each	Manages smooth transitions under 1 minute each	Manages seamless transitions under 30 seconds each
30 Preparing Materials	Prepares some materials in advance	Prepares all materials in advance	Prepares and strategically arranges all materials for optimal access
31 Keeping Students Engaged	Allows some students to disengage during transitions and/or instruction	Keeps most students engaged during transitions and/or instruction	Maintains full student engagement during transitions and/or instruction

32 Timing of Lesson/Instruction	Implements lesson components with minimal attention to timing	Implements lesson components with appropriate pacing	Implements lesson components with precise timing matched to learning needs
33 Creates Classroom Culture of Respect CAEP R1.1, InTASC 3, RISE 2.8	Establishes basic behavioral expectations	Establishes and reinforces clear behavioral expectations	Establishes expectations that students monitor and maintain
34 Sets High Expectations for Academic Success CAEP R1.1, InTASC 3, RISE 2.9	Communicates general expectations for work quality	Communicates specific expectations with examples	Establishes rigorous expectations with exemplars at multiple levels
35 Feedback to Students	Provides basic feedback focusing on completion	Provides specific feedback addressing quality and improvement	Provides targeted feedback prompting student self-assessment
36 Use of Praise	Uses praise that is general ("Good job")	Uses specific praise tied to effort and achievement	Uses praise that reinforces growth mindset and specific strategies
37 Quality of Student Work	Accepts work meeting minimal requirements	Encourages revision to improve work quality	Establishes culture where students seek excellence and revision

Domain 3: Professionalism

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
38 Attending Meetings	Does not attend department/team meetings	Attends department/team meetings	Provides meaningful contributions to department/team meetings
39 Relationships with School Staff	Maintains minimal interaction with school staff	Builds productive relationships with school staff	Builds collaborative networks across departments/grade levels
40 School Community	Demonstrates basic knowledge of school community	Demonstrates engagement with school community	Demonstrates investment in school community beyond classroom
41 Collaborates with Peers/Cooperating Teacher CAEP R1.4, InTASC 10, ISTE 2.4, RISE 3.2	Avoids or misses meetings with cooperating teacher or university supervisor	Meets with cooperating teacher and university supervisor	Intern seeks additional support meetings with cooperating teacher and/or university supervisor
42 Feedback	Rejects or dismisses feedback from cooperating teacher or university supervisor	Seeks specific feedback on practice from cooperating teacher or university supervisor	Seeks targeted feedback with clear improvement goals from cooperating teacher or university supervisor
43 Response to Feedback	Implements limited suggestions from feedback	Implements feedback with noticeable changes	Implements feedback with measurable impact on student learning
44 Planning with Cooperating Teacher	Makes no contribution to planning with cooperating teacher	Contributes substantively to planning with cooperating teacher	Takes appropriate leadership in planning with cooperating teacher

45 Seeks Professional Skills and Knowledge CAEP R1.4, InTASC 9, ISTE 2.1, RISE 3.3	Avoids or disengages during professional development	Engages actively in professional development	Seeks additional professional learning opportunities
46 Reflection	Reflects superficially on teaching experiences	Reflects thoughtfully on teaching with specific examples	Reflects deeply with connections to student outcomes
47 Professional Improvement	Shows limited initiative for self-improvement	Takes initiative for professional improvement	Creates innovative approaches to professional improvement
48 Educational Research	Demonstrates minimal awareness of educational research	Connects practice to current educational research	Integrates current research into practice with critical analysis
49 Differentiated Supports	Provides no differentiated supports	Provides targeted interventions within classroom	Implements multi-tiered support systems
50 Engages Families in Student Learning CAEP R1.4, InTASC 10, RISE 3.5	Fails to communicate with families and/or does not respond to family communications	Communicates and responds with families regularly (e.g. newsletters, agendas)	Communicates and responds with families proactively and frequently
51 Understanding Families	Shows limited understanding of family circumstances	Adapts approaches based on family circumstances	Tailors approaches to diverse family needs and cultures

Core Professionalism

	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
52 Attendance	Has frequent absences or tardiness that negatively impacts teaching	Has regular attendance; absences are infrequent and justified	Is consistently present and fully engaged in all professional responsibilities
53 On-Time Arrival	Is often late to class or duties	Arrives on time and is prepared	Is consistently punctual and models professionalism
54 Policies and Procedures	Inconsistently adheres to school policies	Follows all school policies and procedures	Exemplifies integrity and professionalism in all school-related responsibilities
55 Respect	May lack professionalism in interactions with students and colleagues	Is consistently respectful and professional in all interactions	Models the highest level of professionalism and respect in all interactions
Clinical Intern Overall Rating			
Total Number of Each Rating			
Unsatisfactory - Count the number of "Unsatisfactory" ratings this Clinical Intern received.			
Proficient: Count the number of "Proficient" ratings this Clinical Intern received.			
Exemplary: Count the number of "Exemplary" ratings this Clinical Intern received.			
Use the numbers above to determine the Clinical Intern's overall rating. Click the appropriate overall rating.			
	Level 1 (Ineffective)	Level 2 (Proficient)	Level 3 (Advanced)
56 Overall, the Clinical Intern	Performs at the unsatisfactory level on at least 11 criteria	Performs at the proficient or exemplary level on at least 46 criteria	Performs at the exemplary level on at least 28 criteria and receives no rating of unsatisfactory