

Clinical Competency Inventory (CCI) Overview

For Clinical Supervisors and Cooperating Teachers
Supporting Clinical Interns During Clinical Practice 2

Overview for CCI Version 3.3

Objectives of CCI Session

- Explain the CCI and key factors relevant to implementation for both clinical supervisors and cooperating teachers.
- Review the four-point evaluation scale used for observation and feedback.
- Review the standards and competencies included in the CCI.
- Provide contact information and next steps.

Overview & Administration of CCI



What is the CCI?

- The Clinical Competency Inventory (CCI) instrument was developed in partnership with several NJ teacher education programs.
- An instrument for evaluating midterm and final observations of the clinical intern during the Clinical Practice 2 (full-time student teaching) semester (4th and 7th observation).
- All standards and competencies within the CCI are aligned to the 2011 InTASC Model Core Teaching Standards, 2014 NJ Professional Standards for Teachers, and edTPA rubric constructs that are required of all clinical interns prior to being recommended for certification.

NJ Teacher Assessment Consortium (NJTAC)

- Initially developed in Spring 2007 and piloted in Spring 2008 by four NJ colleges/universities
- Numerous versions (currently 3.3) to account for expert review, factor analysis, validity and reliability studies
- Current participating teacher education programs: Bloomfield College, Caldwell University, College of Saint Elizabeth, Drew University, Fairleigh Dickinson University, Felician University, Kean University, Ramapo College, Seton Hall University, Saint Peter's University
- Valid and reliable instruments such as the CCI are used as evaluation instruments in teacher preparation programs

InTASC Standards, NJPST & CCI Indicators

The Learner & Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Content Knowledge

- Standard 4: Content Knowledge
- Standard 5: Application of Content

Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Professional Responsibility

- Standard 9: Professional Learning & Ethical Practice
- Standard 10: Leadership & Collaboration
- Standard 11: Ethical Practice*

* Standard in NJ Professional Standards for Teachers & CCI; consolidated in InTASC Standard 9

Working Together: Cooperating Teacher and Clinical Supervisor CCI Administration

- At the first visit of Clinical Practice 2, the supervisor will review the Observation Form and the CCI with the cooperating teacher and clinical intern.
- At mid-term (4th observation), the clinical supervisor and cooperating teacher complete the CCI independently.
- The clinical supervisor, cooperating teacher and clinical intern hold a midpoint conference.
 - Reflection
 - Areas for growth
 - Identification of strengths
 - Areas where the standard was not met or observed

Working Together: Cooperating Teacher and Clinical Supervisor CCI Administration, continued:

- At the completion of Clinical Practice 2 (7th observation), the supervisor and cooperating teacher fill in the CCI independently.
- Ratings between the cooperating teacher and supervisor do not need to be in exact agreement.
- At the completion of Clinical Practice 2, the clinical intern's will complete a self-assessment using the CCI.

Four Point Evaluation Scale



Overview of Scale

Four-Point Scale

- Advanced Proficient, Proficient, Novice, Emergent
- Continuum should show growth and development over time
- No expectation to “live” in Advanced Proficient

Advanced Proficient

4: Advanced Proficient (Exemplary Practice)

Consistently demonstrates **all** the skills and behaviors and/or evidence required for each competency.

Final rating of advanced proficiency is used only when the clinical intern has shown mastery of **all** major competencies in the CCI.

Recommended point value: 4.0 - 3.5

Proficient

3: Proficient (Basic Competence)

Consistently demonstrates **most** of the skills and behaviors and/or evidence required for the competencies.

Recommended point value: 3.4-2.75

Novice

2: Novice (Limited Competence)

Demonstrates **some** of the skills and behaviors and/or evidence required for the competencies.

Indicates areas in need of improvement. Use comment section to elaborate.

Recommended point value: 2.74- 1.5

Emergent

1: Emergent (Exhibits Difficulty)

- Demonstrates **few** skills and behaviors required for competency
- May demonstrate serious shortfalls
- Indicates areas in serious need of improvement
- At midterm: Issue early warning notice, initiate a plan for remediation

Recommended point value: 1.4 - 0

Not Observed

- This rating is **only used at the midpoint evaluation**
- The final evaluation must have a score (Emergent, Novice, Proficient or Advanced Proficient) for every indicator
- If you did not observe a specific indicator in the classroom, please obtain additional evidence from the clinical intern demonstrating competency in that area
- If you have a question or reservation about an indicator, insert a comment explaining your concerns.

Important Points to Note

- Total of 34 indicators on the CCI
- For Final CCI, a clinical intern needs at least 102 points (3.0 average) to be recommended for certification.
- Overall ratings:
 - Advanced Proficient (4) = 136 points
 - Proficient (3) = 102 points
 - Novice (2) = 68 points
 - Emergent (1) = 34 points

Standards and Indicators



CCI Standards & Indicators

The Learner & Learning

Standard 1: Learner Development (1.1, 1.2)

Standard 2: Learning Differences (2.1, 2.2, 2.3)

Standard 3: Learning Environments (3.1, 3.2, 3.3, 3.4)

Content Knowledge

Standard 4: Content Knowledge (4.1, 4.2, 4.3)

Standard 5: Application of Content (5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

Instructional Practice

Standard 6: Assessment (6.1, 6.2)

Standard 7: Planning for Instruction (7.1, 7.2, 7.3, 7.4)

Standard 8: Instructional Strategies (8.1, 8.2, 8.3, 8.4)

Professional Responsibility

Standard 9: Professional Learning & Ethical Practice (9.1, 9.2)

Standard 10: Leadership & Collaboration (10.1)

Standard 11: Ethical Practice (11.1, 11.2, 11.3)

Standard 1: Learner Development

Standard 1: Learner Development

- Understands how learners grow and develop
- Recognizes varying patterns of learning and development
- Sensitivity to learner variation in cognitive, linguistic, social, emotional, and physical areas
- Instruction is developmentally appropriate and challenging

(CCI indicators: 1.1, 1.2)

Standard 2: Learning Differences

Standard 2: Learning Differences

- Uses understanding of individual differences and diverse cultures and communities
- Ensure inclusive learning environments that enable each learner to meet high standards
- Implements strategies that support the needs of English Language Learners (ELL)

(CCI indicators: 2.1, 2.2, 2.3)

Standard 3: Learning Environment

Standard 3: Learning Environment

- Works with others (learners, families and colleagues) to create environments that support individual and collaborative learning
- Encourages positive social interaction, active engagement in learning, and self-motivation
- Uses factors such as classroom management, physical space of the room and social interaction of learners to create an effective learning environment

(CCI indicators: 3.1, 3.2, 3.3, 3.4)

Standard 4: Content Knowledge

Standard 4: Content Knowledge

- Understands the central concepts, tools of inquiry, and structures of the discipline(s) the intern teaches
- Creates learning experiences that make aspects of discipline accessible and meaningful for learners to assure mastery of the content
- Fosters critical thinking and problem solving skills in the learners

(CCI indicators: 4.1, 4.2, 4.3)

Standard 5: Application of Content

Standard 5: Application of Content

- Understands connecting concepts and using differing perspectives
- Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- Develops lessons that ask learners to apply technology, literacy and/or quantitative skills while applying content knowledge

(CCI indicators: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

Standard 6: Assessment

Standard 6: Assessment

- Understands and uses multiple methods of assessment to engage learners in their own growth
- Uses both formative and summative assessments to monitor learner progress, and to guide the teacher's and learner's decision making

(CCI indicators: 6.1, 6.2)

Standard 7: Planning for Instruction

Standard 7: Planning for Instruction

- Plans instruction that supports every student in meeting rigorous learning goals
- Draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context
- Integrates technology to promote effective learning
- Collaborates with others to support student learning

(CCI indicators: 7.1, 7.2, 7.3, 7.4)

Standard 8: Instructional Strategies

Standard 8: Instructional Strategies

- Uses varied instructional strategies to develop deep understanding of content areas and their connections.
- Build skills to apply knowledge in meaningful ways.

(CCI indicators: 8.1, 8.2, 8.3, 8.4)

Standard 9: Professional Learning & Ethical Practice

Standard 9: Professional Learning and Ethical Practice

- Engages in ongoing professional learning.
- Uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others.
- Adapts practice to meet the needs of each learner.
- Maintains and analyzes accurate student records.

(CCI indicators: 9.1, 9.2)

Standard 10: Leadership & Collaboration

Standard 10: Leadership and Collaboration

- Seeks appropriate leadership roles and opportunities.
- Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

(CCI indicator: 10.1)

Standard 11: Professional Responsibility

Standard 11: Professional Responsibility

- Acts in accordance with legal and ethical responsibilities.
- Uses integrity and fairness to promote the success of all students.
- Protects students from sexually, physically, verbally or emotionally harassing behavior.

(CCI indicators: 11.1, 11.2, 11.3)

Next Steps



Post Observation Conference

- The cooperating teacher, clinical supervisor, and clinical intern meet after the midterm and final observation and evaluation.
- The purpose of this conference is for:
 - Reflection
 - Areas for growth
 - Identification of strengths
 - Areas where a standard was not met or observed

Cooperating Teacher and Clinical Supervisor Access to CCI

- Will receive an email; initiated by the field office or a CEHS administrator.
- Check Spam folders and follow up with clinical intern.
- Clinical intern will receive email with evaluation once submitted
- Complete within 72 hours of observation
- Due dates for all observations and evaluations for each semester are posted on our website at <http://blogs.shu.edu/cear>. Choose the Calendar link.

Final Evaluation Score

- The online evaluation system will automatically calculate the score based on responses.
- The cooperating teacher or clinical supervisor will see the score on the last page of the evaluation before they select the final submit button.
- Please note: Once you reach the end of the evaluation, the final score cannot be changed. If you have any questions, please contact the office.

After completing this session...

- Take the assessment posted on the Office of Clinical Experiences and Applied Research blog at <http://blogs.shu.edu/cear>
- Please contact the Office of Clinical Experiences and Applied Research at 973-761-9347 or cehsfieldoffice@shu.edu if you have any questions or problems.

Questions

- For CCI use and implementation:
 - Contact the Director of OCEAR at 973-275-2010
- For help accessing or completing the evaluation:
 - Contact the Office of Clinical Experiences and Applied Research (OCEAR) at CEHSfieldoffice@shu.edu or **973-761-9347**

Thank You...

...for your time and
commitment to developing
and mentoring the next
generation of educators.