Clinical Faculty Effectiveness Guidelines

I. STANDARD A: PLANNING AND PREPARATION
- Demonstrates mastery of subject matter and its relationship to other disciplines
- Presents subject matter in a logical, sequential manner
- Presents multiple perspectives regarding how knowledge is developed
- Promotes the development of critical and creative thinking and problem solving and decision making skills
- Utilizes materials that are valid, effective, and accurate
- Applies learning theory to accommodate differences in student intelligence, perception, cognitive style, and varying achievement levels

II. STANDARD B: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
- Creates a classroom environment that is conducive to learning for all learners
- Establishes a positive classroom climate which is socially, emotionally and physically safe for all learners
- Maintains a learning community which is socially, emotionally, and physically safe for all learners
- Involves learners in decision making and working both cooperatively and independently
- Establishes and maintains appropriate standards of behavior while encouraging students to demonstrate pride in their work
- Uses instructional time effectively
- Engages all learners through their active participation, curiosity, taking initiative, valuing the importance of the content and monitors time on task
- Constructs and utilizes learning centers
- Constructs engaging bulletin boards that are linked to the curriculum
- Uses supplementary print or non-print materials conveying high expectations for all students
- Integrates technology into lessons
- Engages all learners in smooth and appropriate transitions

III. STANDARD C: ASSESSMENT, PLANNING AND INSTRUCTIONAL STRATEGIES
- Plans instruction based on learners’ needs, developmental progress, and prior knowledge with clear assessment criteria
- Learner outcomes and procedures are achieved in the identified time framework
- Identifies appropriate learner outcomes that are measurable and aligned with national, state, and local standards
- Identifies appropriate NJCCC and CCS Standards for all procedures and assessments
- Includes practical application of the content material and links it to real purposes in daily lives including where it is situated within broader learning
- Employs appropriate and varied strategies to accomplish learner outcomes during lessons
- Monitors student progress throughout lessons with appropriate pacing for all students
- Provides effective and appropriate instructional support for all learners
• Provides appropriate feedback to facilitate learner engagement and achievement while allowing for students to contribute to explaining concepts to peers
• Provides ample teacher modeling and guided practice for all learners
• Employs a variety of reading, writing, and speaking strategies for addressing learner outcomes
• Indicates appropriate modifications/adaptations based on the demonstrated needs of all learners
• Provides ample opportunities for P-12 student self-reflection
• Demonstrates daily, weekly, and long range planning skills
• Constructs, administers, and interprets appropriate, valid pre assessments and uses information to guide instruction for all learners
• Constructs, administers, and interprets appropriate, valid formative assessments and uses information to guide instruction for all learners
• Constructs, administers, and interprets appropriate, valid post assessments and uses information to guide instruction for all learners
• Provides evidence of P-12 student learning of NJCCCS, Common Core State Standards or NJ Preschool Teaching and learning Expectations: Standards of Quality

IV. STANDARD D: COMMUNICATION
• Uses written and spoken standard English proficiently finding opportunities to extend students’ vocabularies
• Models legible handwriting
• Observes and uses effective communication tools for all learners which is expressed with well-chosen vocabulary that enriches the lesson
• Articulates logical and sequential directions
• Communicates in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender, and social differences

V. STANDARD E: PROFESSIONAL RESPONSIBILITIES
• Maintains a professional appearance and demeanor
• Meets expectations regarding attendance, punctuality, assumption of responsibility, and initiative
• Uses reflection and current research to inform instructional decisions
• Cultivates positive, effective collaborative relationships with school personnel characterized by mutual support and cooperation
• Dialogues with school personnel regarding instructional decisions
• Uses reflection to identify professional development goals
• Demonstrates methods for creating a meaningful parent partnership that contribute to teaching and learning for all learners
• Cooperates with university personnel
• Demonstrates an ability to respond in a mature and professional manner
• Responds positively to constructive criticism and feedback