Appendices

Appendix A:

Teacher Education Matriculation Guidelines
Updated October 2019

- In order to officially matriculate in a teacher preparation program in the State of New Jersey, candidates must hold a **3.00 GPA minimum** and meet the State's **basic skills requirement**.

- **March 1** is the deadline for **fall matriculation** and Clinical Practice. **October 1** is the deadline for **spring matriculation**.

*Two Ways to Meet the Basic Skills Requirement:*

1. Demonstrate a score on the SAT, ACT, or GRE at or above the cut score for the year in which the exam was taken (see cut scores below).

2. Pass a Commissioner-approved assessment of basic skills. Currently, the only approved assessment is the Praxis Core Academic Skills for Educators exam (see cut scores below).

"The New Jersey Department of Education will accept the highest score on each test section, regardless of test date.

**SAT**

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, Evidence-Based Reading and Writing 610 or Reading Section 30

**ACT**

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

**GRE**

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155
## Praxis Core Tests & Passing Scores:

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
<th>Testing Window</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5752</td>
<td>Core Academic Skills for Educators: <em>Combined Test</em> (includes all three subtests: reading, writing, math)</td>
<td>Continuous testing</td>
<td>-----</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5713</td>
<td>Core Academic Skills for Educators: <strong>Reading</strong></td>
<td>Continuous testing</td>
<td>156</td>
</tr>
<tr>
<td>5723</td>
<td>Core Academic Skills for Educators: <strong>Writing</strong></td>
<td>Continuous testing</td>
<td>162</td>
</tr>
<tr>
<td>5733</td>
<td>Core Academic Skills for Educators: <strong>Mathematics</strong></td>
<td>Continuous testing</td>
<td>150</td>
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</tbody>
</table>

*If you would like to take all three subtests on the same date, register for the 5752 Core Academic Skills for Educators: **Combined Test**.*
Appendix B:

THINKING ABOUT JOINING THE TEACHER EDUCATION PROGRAM?
Updated October 2019

SCHEDULE AN ADMISSIONS REQUIREMENTS APPOINTMENT:
- Undergraduate students, contact Ms. Jessica Drukker (E-232), Program Assistant, at jdrukker@ramapo.edu or call 201.684.7050
- Post-baccalaureate students, contact Ms. Joanne Caselli (E-234), Certification Officer, at jcaselli@ramapo.edu or at 201.684.7626

PASS A BASIC SKILLS EXAM NO LATER THAN PRE-REGISTRATION:
- Praxis Core (Combined Test Code 5752); Go to www.ets.org/praxis to register
  - Reading (Test Code 5713): Minimum score of 156
  - Writing (Test Code 5723): Minimum score of 162
  - Mathematics (Test Code 5733): Minimum score of 150
- OR
    - Reading: Minimum score of 560
    - Mathematics: Minimum score of 540
  - SAT (After 3/1/2016)
    - Mathematics: Minimum score of 570
    - Evidence-Based Reading & Writing: Minimum score of 610 or Reading: Minimum score of 30
- OR
  - ACT
    - English: Minimum score of 23
    - Mathematics: Minimum score of 23

HAVE A BACKGROUND CHECK CONDUCTED/RESULTS AVAILABLE NO LATER THAN PRE-REGISTRATION:
- Visit https://www.castlebranch.com/, enter Package Code RT46, establish an account, and pay the $42.10 fee
- OR
  - Provide a valid Substitute Teacher License (which requires fingerprinting) if you have 60+ earned credits

ESTABLISH THE *MINIMUM STATE-MANDATED GPA* NO LATER THAN PRE-REGISTRATION:
- Currently the required GPA for program entry and recommendation for certification upon program completion is 3.0 in the degree most recently completed

SUBMIT AN ONLINE APPLICATION NO LATER THAN PRE-REGISTRATION:
- Visit https://ted.ramapo.edu/
  - Log in using your Ramapo Username and Password
Upload the required documents (preferably as scanned PDFs) under the Student Docs tab:

- Proof of Mantoux test (visit Health Services for a copy; be sure to take your photo ID!)
- Proof of passing scores on either Praxis Core, SAT or ACT (see above)
- Transcripts from any institutions previously attended (if applicable)
- Submit your application

**SCHEDULE AN ADMISSIONS APPOINTMENT NO LATER THAN PRE-REGISTRATION:**

- Undergraduate students, contact Ms. Jessica Drukker (E-232), Program Assistant, at jdrukker@ramapo.edu or call 201.684.7050
- Post-Baccalaureate students, contact Ms. Joanne Caselli at jcaselli@ramapo.edu or call 201.684.7626

*Minimum GPA requirements are set by the State of New Jersey and are strictly adhered to by the TE Program at Ramapo College of New Jersey. For transfer students seeking admission, please contact Ms. Caselli about how your transfer GPA may be considered for program course registration. Other requirements must be met as well, but the above are the most critical and time-sensitive.*
Appendix C:

Elementary Education Major: Recommended Four-Year Plan

*Updated December 2019*

<table>
<thead>
<tr>
<th>First Year*</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Credits</strong></td>
<td>✔</td>
</tr>
<tr>
<td>General Education &amp; SSHS School Core: SOSC 110 Social Science Inquiry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Education: Keystone Course: CRWT 102 Critical Reading and Writing II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SSHS School Core &amp; Certification: PSYC 101 Introduction to Psychology</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Total:</strong></td>
<td>16</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Second Year**</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Credits</strong></td>
<td>✔</td>
</tr>
<tr>
<td>SSHS School Core: SOSC 235 History of Social Thought</td>
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<tr>
<td>General Education: Keystone Course: Global Awareness: Recommended: ENST 209 World Sustainability or LITR 279 The Graphic Novel</td>
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<td></td>
</tr>
<tr>
<td>Elective (Middle school content for those interested)</td>
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### Summer Session

| Major: EDUC 241 Instructional Technology | 4 |

### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>General Education: Keystone Course Scientific Reasoning &amp; Certification: BIOL 101 Introduction to Biology</td>
<td>4</td>
<td>✓</td>
<td>General Education: Keystone Course Historical Perspectives Recommended: HIST 101, 102, 109, or 110</td>
<td>4</td>
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</tr>
<tr>
<td>Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)</td>
<td>4</td>
<td>✓</td>
<td>Major: MATH 210 Mathematics for Elementary Educators</td>
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</tr>
<tr>
<td>Major: EDUC 360 Introduction to Special Education</td>
<td>4</td>
<td>✓</td>
<td>Major: SCIN 215 Science for Elementary Educators</td>
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<tr>
<td>Major: Choose One: Young Readers and Literary Forms: LITR 308 Children’s and Young Adult Literature or LITR 290-level Topics (Permission Required) or LITR 279 The Graphic Novel</td>
<td>4</td>
<td>✓</td>
<td>Major: EDUC 346 Literacy: Theory &amp; Practice</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| Total: | 16 | ✓ | Total: | 16 |

### Fourth Year****

| Fall Semester: Co-Requisites MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification. | Credits | ✓ | Spring Semester | Credits | ✓ |

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**Career Pathways Module 1:**
SSHS 001 Career Assessment/Advisor; Visit SSHS Advisor in Cahill Center (C209)

| Grad. Req. |

| Total: | 16 | | Total: | 16 |
Major: EDUC 370 Methods of Teaching Elementary Mathematics \textsuperscript{CP1}\textsuperscript{****}

Major: EDUC 375 Methods of Teaching Elementary Science \textsuperscript{CP2}\textsuperscript{****}

Major: EDUC 365 Literacy Across the Elementary Curriculum \textsuperscript{CP3}\textsuperscript{****}

Major: EDUC 344 Methods of Teaching Elementary LA/SS/Art \textsuperscript{CP4}\textsuperscript{****}

<table>
<thead>
<tr>
<th>Major: EDUC 370 Methods of Teaching Elementary Mathematics</th>
<th>4</th>
<th>Major: EDUC 490 Clinical Practice Capstone: Elementary</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Major: EDUC 375 Methods of Teaching Elementary Science</td>
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<td>Total: 16</td>
<td>12</td>
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<tr>
<td>Major: EDUC 365 Literacy Across the Elementary Curriculum</td>
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<td></td>
</tr>
<tr>
<td>Major: EDUC 344 Methods of Teaching Elementary LA/SS/Art</td>
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</tr>
<tr>
<td>Total: 16</td>
<td>12</td>
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</tbody>
</table>

Total Credits Required: 128 credits; GPA Required: 3.0

*Ideally, students should be fully admitted into the program by the end of their first year at Ramapo. Transfer students should be admitted before registration date of their first semester on campus. Students should be directed early to the TE program for admissions requirements.

**Students must be fully admitted into the TE program before registering for EDUC 222. It is recommended that EDUC 211, EDUC 222, EDUC 346 and EDUC 360 be taken in different semesters as each will require clinical experience hours in schools.

Please Note: Required clinical experience hours typically occur outside of your regular class time.

CE1: EDUC 211 - 22 hours of clinical experience required in an urban public school setting.

CE2: EDUC 222 - 20 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

CE3: 60 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

CE4: 20 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

***New regulations will require students to have either 6 credits of Special Education, or the equivalent, to be eligible for certification upon completion of the TE Program. Ramapo College will fulfill this requirement by continuing to require EDUC 360, a 4 credit course, and will fulfill the remaining 2 credit equivalent by requiring students to take EDUC 395.

For students who do not take EDUC 395 in addition to EDUC 360, they must complete a minimum of 60 hours of fieldwork while enrolled in EDUC 360. These hours will satisfy the requirement of both the mandated Special Education fieldwork experience and the requirement for 6 credits of Special Education.

****Only offered fall semester. These four courses are co-requisites and must be taken the semester prior to Clinical Practice Capstone.
*****State mandates, as of Fall 2018, will require one full year of Clinical Practice (CP). At Ramapo, that will be done on a Fall-Spring model. In the first semester, students must complete 180 hours of Clinical Practice requirements; in the spring they must complete 525 hours during Clinical Practice Capstone (Student Teaching). CP 1, 2, 3, and 4 will each require 45 hours, in addition to regular class time, in local K-12 schools.

This major has enough space built-in that students could elect to complete a middle school endorsement within the 4 years to graduation and certification. Students must have 15 credits (4 Ramapo courses) in a particular content area (language arts, science, social studies, or math), PSYC 347 (Adolescent Psychology, included in 4-year plan), 2 on-campus non-credit seminars, and passage of the appropriate middle school content Praxis examination to earn a middle school endorsement. Interested students should seek guidance from Teacher Education Program staff.

PLEASE NOTE: Transportation to and from clinical experience and Clinical Practice placements is the responsibility of individual students. Please plan accordingly. If transportation is or may be an issue, please visit the TE program offices BEFORE you register for a course that requires a K-12/off-campus school placement.
Appendix D:

ELEMENTARY EDUCATION CERTIFICATION PROGRAM REQUIREMENTS
Updated October 2018

FOUNDATIONAL COURSES:
EDUC 211 STUDENT LITERACY CORPS* (No Program Admission Required)
EDUC 221 SOCIAL CONTEXT OF EDUCATION (No Program Admission Required)
EDUC 241 INSTRUCTIONAL TECHNOLOGY (No Program Admission Required)
EDUC 222 TEACHING: PRINCIPLES AND PRACTICES** (Program Admission Required)

PROFESSIONAL EDUCATION COURSES:
EDUC 346 LITERACY THEORY AND PRACTICE***
EDUC 360 INTRODUCTION TO SPECIAL EDUCATION****

Clinical Practice COURSES (FINAL YEAR):******
EDUC 344 METHODS OF TEACHING ELEMENTARY LA/SS/ART (Co-Requisite)
EDUC 370 METHODS OF TEACHING ELEMENTARY MATHEMATICS (Co-Requisite)
EDUC 375 METHODS OF TEACHING ELEMENTARY SCIENCE (Co-Requisite)
EDUC 365 LITERACY ACROSS THE ELEMENTARY CURRICULUM (Co-Requisite)

EDUC 490 Clinical Practice CAPSTONE: ELEMENTARY (STUDENT TEACHING)
(Attendance at campus-based bi-weekly seminars is required for student teaching.)

GENERAL EDUCATION REQUIREMENTS FOR CERTIFICATION
CRWT 102 CRITICAL READING AND WRITING II

ONE of the following Mathematics courses:
MATH 101 MATH WITH APPLICATIONS
MATH 104 MATH FOR THE MODERN WORLD
MATH 106 INTRODUCTION TO MATH MODELING
MATH 108 ELEMENTARY PROBABILITY AND STATISTICS
MATH 110 PRE-CALCULUS
MATH 121 CALCULUS I

ALL of the following Social and Behavioral Science courses:
SOSC 110 SOCIAL SCIENCE INQUIRY (Replaces SOSC 101)
PSYC 101 INTRODUCTION TO PSYCHOLOGY
PSYC 215 LEARNING, COGNITION AND TEACHING

ONE of the following Physiology and Hygiene courses:
BIOL 101 INTRODUCTION TO BIOLOGY OR
BIOL 111 FUNDAMENTALS OF BIOLOGY I LECTURE AND
BIOL 111L FUNDAMENTALS OF BIOLOGY I LAB OR
BIOL 214 ANATOMY AND PHYSIOLOGY I LECTURE AND
BIOL 214L ANATOMY AND PHYSIOLOGY I LAB OR
BIOL 240 NUTRITION OR
BIOL 345 NUTRITION AND HUMAN METABOLISM OR
PSYC 326 LOVE AND SEXUALITY OR
SWRK 251 INTRO TO SUBSTANCE USE DISORDERS

Please Note: All Foundational Courses must be completed prior to taking any Professional Education Courses.
*EDUC 211 requires 22 hours of clinical experience required in a public school setting.

**EDUC 222 requires 20 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

***EDUC 346 requires 20 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

****DUC 360 requires 60 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

*****EDUC 344, 370, 375, and 365 require 180 hours of Clinical Practice required in a public school setting. Must take and pass appropriate Praxis II by March 1 prior to Clinical Practice.

Please Note: Transportation to and from clinical experience and Clinical Practice placements is the responsibility of individual students. Please plan accordingly. If transportation is or may be an issue, please visit the TE program offices BEFORE you register for a course that requires fieldwork.
Appendix E:

CONTENT (SUBJECT AREA) CERTIFICATION PROGRAM REQUIREMENTS
Updated October 2018

FOUNDATIONAL COURSES:
EDUC 211 STUDENT LITERACY CORPS* (No Program Admission Required)
EDUC 221 SOCIAL CONTEXT OF EDUCATION (No Program Admission Required)
EDUC 241 INSTRUCTIONAL TECHNOLOGY (No Program Admission Required)
EDUC 222 TEACHING: PRINCIPLES AND PRACTICES** (Program Admission Required)

PROFESSIONAL EDUCATION COURSES:
EDUC 360 INTRODUCTION TO SPECIAL EDUCATION***

Clinical Practice COURSES (FINAL YEAR):
EDUC 310 METHODS IN CONTENT AREAS: MATH/SCIENCE**** OR
EDUC 315 METHODS IN CONTENT AREAS: HUMANITIES/BUSINESS**** AND
EDUC 350 READING AND WRITING IN THE CONTENT AREAS*****

EDUC 495 Clinical Practice CAPSTONE: CONTENT AREA (STUDENT TEACHING)
(Attendance at campus-based bi-weekly seminars is required for student teaching.)

GENERAL EDUCATION REQUIREMENTS FOR CERTIFICATION
   CRWT 102 CRITICAL READING AND WRITING II

   ONE of the following Mathematics courses:
   MATH 101 MATH WITH APPLICATIONS
   MATH 104 MATH FOR THE MODERN WORLD
   MATH 106 INTRODUCTION TO MATH MODELING
   MATH 108 ELEMENTARY PROBABILITY AND STATISTICS
   MATH 110 PRE-CALCULUS
   MATH 121 CALCULUS I

   ALL of the following Social and Behavioral Science courses:
   SOSC 110 SOCIAL SCIENCE INQUIRY (Replaces SOSC 101)
   PSYC 101 INTRODUCTION TO PSYCHOLOGY
   PSYC 215 LEARNING, COGNITION AND TEACHING

   ONE of the following Physiology and Hygiene courses:
   BIOL 101 INTRODUCTION TO BIOLOGY OR
   BIOL 111 FUNDAMENTALS OF BIOLOGY I LECTURE AND
   BIOL 111L FUNDAMENTALS OF BIOLOGY I LAB OR
   BIOL 214 ANATOMY AND PHYSIOLOGY I LECTURE AND
   BIOL 214L ANATOMY AND PHYSIOLOGY I LAB OR
   BIOL 240 NUTRITION OR
   BIOL 345 NUTRITION AND HUMAN METABOLISM OR
   PSYC 326 LOVE AND SEXUALITY OR
   SWRK 251 INTRO TO SUBSTANCE USE DISORDERS

Please Note: All Foundational Courses must be completed prior to taking any Professional Education Courses.
*EDUC 211 requires 22 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

**EDUC 222 requires 20 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

***EDUC 360 requires 60 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required.

****EDUC 310 or 315 requires 170 hours of Clinical Practice required in a public school setting. Possession of a valid substitute teacher license required.

*****EDUC 350 is usually taught in a public school setting and requires 10 hours of Clinical Practice. Must take and pass appropriate Praxis II by March 1 prior to Clinical Practice.

Please Note: Transportation to and from clinical experience and Clinical Practice placements is the responsibility of individual students. Please plan accordingly. If transportation is or may be an issue, please visit the TE program offices BEFORE you register for a course that requires fieldwork.

**Art Education**

Majors: Visual Arts

A minimum of 30 credit hours (with at least 12 of those credits at the 300 or 400 level) is required in art. Ramapo students complete the requirements by majoring in Visual Arts and including the following courses in their major:

ARTS 101 Fundamentals of Drawing
ARTS 214 Basic Ceramics
ARTS 211 Basic Art and Technology
ARTS 207 Digital Photography
ARTS 201 Basic Painting
ARTS 202 Basic Sculpture
ARHT 245 Masterpieces in Western Civilization
One 300 level Art History Course

Strongly recommended electives:
ARTS 102 Fundamentals of Design
ARTS 206 Black and White Photography
ARTS 331 Art as Therapy

Required Praxis Content Exam: Art: Content Knowledge (5134)
Minimum passing score: 158

**Biological Science**

Major: Biology

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in the biological sciences. Ramapo students complete the requirements by majoring in Biology.

Required Praxis Content Exams:
Biology: Content Knowledge (5235)
Minimum passing score: 152
Business Education

Majors: Accounting, Business Administration, Economics, Information Systems

A minimum of 30 credit hours (with at least 12 of those credits at the 300 or 400 level) is required in business. Ramapo students complete the requirements by majoring in one of the above disciplines and including the following courses in their major:

- ACCT 221 Principles of Financial Accounting
- ACCT 222 Principles of Managerial Accounting
- ACCT 321 Intermediate Accounting I
- BADM 223 Business Law I
- ECON 101 Microeconomics
- ECON 102 Introduction to Macroeconomics
- MGMT 370 Organizational Management
- INFO 224 Principles of Information Technology
- BADM 301 Ethics in Business or INFO 315 Computer Law and Ethics
- FINC 301 Corporate Finance I
- MKTG 290 Marketing Principles and Practices

Required Praxis Content Exam: Business Education (5101)
Minimum passing score: 154

Chemistry

Major: Chemistry

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in chemistry. Ramapo students complete the requirements by majoring in Chemistry.

Required Praxis Content Exams:
Chemistry: Content Knowledge (5245)
Minimum passing score: 152

General Science: Content Knowledge (5435)
Minimum passing score: 152

Earth Science

Major: Environmental Science, Environmental Studies

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in earth sciences. Ramapo students usually complete the requirements by majoring in Environmental Science or Environmental Studies – please refer to the Major Requirements and four-year plans in the College Catalog for the most efficient way to complete the Earth Science courses.

- GEOL 106 Fundamentals of Earth Science or GEOL 101 Introduction to Geology
- GEOL 333 Environmental Geology or GEOL 328 Paleontology, Paleoecology and
Paleoenvironments

GEOG 101 Physical Geography  
PHYS 103 Introduction to Astronomy  
PHYS 105 Meteorology  
ENSC 103 Introduction to Environmental Science  
ENST 215 Environmental History  
PHYS 221 Environmental Physics  
GEOL 333 Environmental Geology or GEOL 328 Paleontology, Paleoecology and Paleoenvironments (One of these two courses is required; you may take the other as one of the electives you meet)  
GEOL 327 Geology of New Jersey  
ENSC 225 GIS for Environmental Science or ENST 314 Geographic Information Systems  
GEOG 303 Water Resources  

(Please note that you need to work closely with an advisor because many of the above courses have prerequisites)

Required Praxis Exams:  
Earth Science: Content Knowledge (5571)  
Minimum passing score: 153  

General Science: Content Knowledge (5435)  
Minimum passing score: 152

English

Major: Literature

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in literature. Ramapo students complete the requirements by majoring in Literature and including the following courses in their major:

LITR 244 Shakespeare's Plays  
One additional Drama Course  
One Poetry Course  
Two British Literature Courses  
Two American Literature Courses  
Two International or Multicultural Literature Courses  
LITR 306 Literature: Theory and Criticism, LITR 302 Grammar: Theory and Pedagogy, or LITR 304 History of the English Language

Required Praxis Content Exam:  
English Language Arts: Content Knowledge (5038)  
Minimum Passing Score: 167

French

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in French. Ramapo students complete the requirements by including in their course of study the following course:

LANG 270 Second Language Pedagogy

Required Praxis Exam: French World Language (5174)  
Minimum passing score: 162
**Italian**

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Italian. Ramapo students complete the requirements by including in their course of study the following course:

LANG 270 Second Language Pedagogy

Required Praxis Content Exam: None

**ACTFL Oral Proficiency Interview: Advanced-Low**

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**Mathematics**

Major: Mathematics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in mathematics. Ramapo students complete the requirements by majoring in Mathematics and including the following courses in their major:

CMPS 147 Computer Science I
MATH 121 Calculus I
MATH 122 Calculus II
MATH 225 Multivariable Calculus
MATH 237 Discrete Structures OR MATH 205 Mathematical Structures
MATH 253 Probability
MATH 262 Linear Algebra
MATH 282 Number Theory
MATH 321 Geometry
MATH 353 Statistics
MATH 416 Introduction to Analysis
MATH 432 Abstract Algebra
MATH 441 History of Math (capstone course)
PHYS 116 & PHYS 116L Physics I with Calculus Lecture/Lab

One elective (numbered above 237) from below:
MATH 245 Numerical Analysis
MATH 290 Topics
MATH 305 Differential Equations
MATH 360 Stochastic Calculus for Finance
MATH 390 Advanced Topics
MATH 490 Advanced Topics

Required Praxis Content Exam:
Mathematics: Content Knowledge (5161)
Minimum Passing Score: 160

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**Music Education**

Major: Music
A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Music. Ramapo students complete the requirements by majoring in Music and following the Music Education Concentration.

Required Praxis Content Exam:
Music: Content Knowledge (5113)
Minimum passing score: 153

**Physical Science**

Majors: Chemistry, Physics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in one of the physical sciences with 15 credits in the other area. Ramapo students complete the requirements by majoring in Chemistry or Physics. A Chemistry major must complete 15 credits of Physics and a Physics major must complete 15 credits of Chemistry.

Required Praxis Content Exams:

Chemistry: Content Knowledge (5245)
Minimum passing score: 152

Physics: Content Knowledge (5265)
Minimum passing score: 141

General Science: Content Knowledge (5435)
Minimum passing score: 152

**Physics**

Major: Engineering Physics

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Physics. Ramapo students complete the requirements by majoring in Engineering Physics.

Required Praxis Content Exams:

Physics: Content Knowledge (5265)
Minimum passing score: 141

General Science: Content Knowledge (5435)
Minimum passing score: 152

**Psychology**

Major: Psychology

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Psychology. Ramapo students complete the requirements by majoring in Psychology.

Required Praxis Content Exam: None
**Social Studies**

Majors: American Studies, Economics, Environmental Studies, History, Political Science, Sociology

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in social studies. Ramapo students complete the requirements by majoring in one of the areas listed above and including the following courses:

HIST 101 Early America to 1865  
HIST 102 Modern America Since 1865  
HIST 105 Western Studies I or HIST 109 Early World Civilizations  
HIST 106 Western Studies II or HIST 110 Modern World  
Two social studies courses in areas outside of Europe or the U.S.  
One Economics Course  
One Geography Course  
One Political Science Course  
One Sociology Course

Required Praxis Content Exam:  
Social Studies: Content Knowledge (5081)  
Minimum passing score: 157

**Spanish**

Major: Spanish Language Studies

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Spanish. Ramapo students complete the requirements by majoring in Spanish Language Studies and including the following course:

LANG 270 Second Language Pedagogy

Required Praxis Content Exam:  
World Language: Spanish (5195)  
Minimum passing score: 168  
ACTFL Oral Proficiency Interview: Advanced-Low

**Speech Arts and Dramatics**

Majors: Communications, Theater, Contemporary Arts

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in speech arts and dramatics. Ramapo students complete the requirements by majoring in one of the areas listed above and taking a minimum of 15 credits in the ancillary subject matter.

Required Praxis Exam:  
Speech Communication: Content Knowledge (5221)  
Minimum passing score: 143  
Theater (5641)  
Minimum passing score: 153
Appendix F:

4+1 Elementary Education BS and Special Education MA
Recommended Four-Year Plan (Spring 2020)

3 MASE courses may count toward undergraduate credit and major. These courses do not change the credit count for the undergraduate program. Upon admission to Ramapo College, candidates will be provisionally accepted to the teacher education 4+1 program. Each student will meet with an advisor to confirm their academic plan. The student's advisor will need to provide permission prior to registering for their graduate coursework during the undergraduate degree. All undergraduate teacher education requirements are to be completed prior to full matriculation in the MA program.

<table>
<thead>
<tr>
<th>First Year*</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>HRS</td>
<td>P</td>
<td>Spring Semester</td>
<td>HRS</td>
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<tr>
<td>General Education &amp; SSHS School Core SOSC 110 Social Science Inquiry</td>
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<td>General Education: Keystone Course: AIID 201 Studies in Arts and Humanities</td>
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<tr>
<td>General Education: Keystone Course: CRWT 102 Critical Reading and Writing II</td>
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<td></td>
<td>Certification: PSYC 215 Learning, Cognition, &amp; Teaching</td>
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<tr>
<td>SSHS School Core &amp; Certification: PSYC 101 Introduction to Psychology</td>
<td>4</td>
<td></td>
<td>Major: EDUC 211 Student Literacy CorpsCE 1 (Urban)</td>
<td>4</td>
</tr>
<tr>
<td>Total:</td>
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# Second Year**

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<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>HRS</th>
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<tbody>
<tr>
<td>SSHS School Core: SOSC 235 History of Social Thought</td>
<td>4</td>
<td></td>
<td>Major: EDUC 222 Teaching: Principles and Practices CE2 (must be fully admitted to program)</td>
<td>4</td>
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</tr>
<tr>
<td>General Education: Keystone Course: Global Awareness: Recommended: ENST 209: World Sustainability \textit{or} \textbf{LITR 279 The Graphic Novel} (DC for Global Awareness Gen Ed and Young Readers and Literary Forms)</td>
<td>4</td>
<td></td>
<td>Major: Choose one: Theories of Language and Pedagogy: \textbf{LITR 302 Grammar: Theory and Pedagogy \textit{or} LITR 203 Methods of Literary Study \textit{or} LITR 304 History of the English Language \textit{or} LITR 306 Literary Theory}</td>
<td>4</td>
<td></td>
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<tr>
<td>Elective (Middle school content for those interested)</td>
<td>4</td>
<td></td>
<td>Elective (Middle school content for those interested)</td>
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<tr>
<td>Career Pathways Module 1: SSHS 001 Career Assessment/Advisor; Visit SSHS Advisor in Cahill Center (C209)</td>
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<td>Grad. Req.</td>
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**Total:** 16

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<th><strong>Summer Session</strong></th>
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<tbody>
<tr>
<td>Major: EDUC 241 Instructional Technology</td>
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<tr>
<td>Fall Semester</td>
</tr>
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<tr>
<td>General Education: Keystone Course Scientific Reasoning &amp; Certification: BIOL 101 Introduction to Biology</td>
</tr>
<tr>
<td>Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)</td>
</tr>
<tr>
<td><strong>Major:</strong> EDUC 360 Introduction to Special Education <strong>CE3</strong>* &lt;br&gt; INSTEAD WILL TAKE EDSP 610 HOME SCHOOL AND COMMUNITY FOR DIVERSE LEARNERS</td>
</tr>
<tr>
<td>Major: Choose One: Young Readers and Literary Forms: LITR 308 Children’s and Young Adult Literature or LITR 290-level Topics (Permission Required) (DC for Culture/Creativity) or LITR 279 The Graphic Novel</td>
</tr>
<tr>
<td>Total:</td>
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<tr>
<td>Fall Semester: Co-Requisites. MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification.</td>
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<tr>
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<tr>
<td>Major: EDUC 370 Methods of Teaching Elementary Mathematics CP1****</td>
</tr>
<tr>
<td>Major: EDUC 375 Methods of Teaching Elementary Science CP2****</td>
</tr>
<tr>
<td><strong>Major: EDUC 365: Literacy Across the Elementary Curriculum CP3</strong>** <strong>INSTEAD WILL TAKE EDSP 615 LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING</strong></td>
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<tr>
<td>Major: EDUC 344 Methods of Teaching Elementary LA/SS/Art CP4****</td>
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**Total Credits Required:** 128 credits  
**GPA Required:** 3.0
**TEACHER CANDIDATE GRADUATES WITH A BS AND OFFICIALLY APPLIES TO MASE**

<table>
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<tr>
<th>Summer</th>
<th>HRS</th>
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<th>Summer 2</th>
<th>HRS</th>
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<tr>
<td><strong>EDSP 630 INTERDISCIPLINARY STUDIES IN A DIVERSE CLASSROOM</strong></td>
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<td><strong>EDSP 635 INCLUSION</strong></td>
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<tr>
<td><strong>EDSP 705 THESIS SEMINAR</strong></td>
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<th>Spring Semester</th>
<th>HRS</th>
<th>P</th>
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<tbody>
<tr>
<td><strong>EDSP 625 SCHOOL BASED ASSESSMENT AND IMPLEMENTING DATA-DRIVEN DECISIONS</strong></td>
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<td><strong>EDSP 640 ASSISTIVE TECHNOLOGY</strong></td>
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<tr>
<td><strong>EDSP 720 CAPSTONE RESEARCH PROJECT I</strong></td>
<td>3</td>
<td></td>
<td><strong>EDSP 725 CAPSTONE RESEARCH PROJECT II</strong></td>
<td>3</td>
<td></td>
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<td><strong>STUDENT OFFICIALLY GRADUATES WITH MA</strong></td>
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<td></td>
<td><strong>STUDENT OFFICIALLY GRADUATES WITH MA</strong></td>
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<td>7</td>
<td></td>
<td><strong>Total:</strong></td>
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*Ideally, students should be fully admitted into the program by the end of their first year at Ramapo. Transfer students should be admitted before registration date of their first semester on campus. Students should be directed early to the TE program for admissions requirements.*
**Students must be fully admitted into the TE program before registering for EDUC 222. It is recommended that EDUC 211, EDUC 222, EDUC 346 and EDUC 360 be taken in different semesters as each will require clinical experience hours in schools.**

**Please Note:** Required clinical experience hours typically occur outside of your regular class time.

**CE1:** EDUC 211 - 22 hours of clinical experience required in an urban public school setting.

**CE2:** EDUC 222 - 20 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

**CE3:** 60 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

**CE4:** 20 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.

***New regulations will require students to have either 6 credits of Special Education, or the equivalent, to be eligible for certification upon completion of the TE Program. Ramapo College will fulfill this requirement by continuing to require EDUC 360, a 4 credit course, and will fulfill the remaining 2 credit equivalent by requiring students to take EDUC 395.***

For students who do not take EDUC 395 in addition to EDUC 360, they must complete a minimum of 60 hours of fieldwork while enrolled in EDUC 360. These hours will satisfy the requirement of both the mandated Special Education fieldwork experience and the requirement for 6 credits of Special Education.

****Only offered fall semester. These four courses are co-requisites and must be taken the semester prior to Clinical Practice Capstone.****

*****State mandates, as of Fall 2018, will require one full year of Clinical Practice (CP). At Ramapo, that will be done on a Fall-Spring model. In the first semester, students must complete 180 hours of Clinical Practice requirements; in the spring they must complete 525 hours during Clinical Practice Capstone (student teaching.). CP 1, 2, 3, and 4 will each require 45 hours, in addition to regular class time, in local K-12 schools.

This major has enough space built-in that students could elect to complete a middle school endorsement within the 4 years to graduation and certification. Students must have 15 credits (4 Ramapo courses) in a particular content area (language arts, science, social studies, or math), PSCY 347 (Adolescent Psychology, included in 4-year plan), 2 on-campus non-credit seminars, and passage of the appropriate middle school content Praxis examination to earn a middle school endorsement. Interested students should seek guidance from Teacher Education Program staff.

**PLEASE NOTE:** Transportation to and from clinical experience and Clinical Practice placements is the responsibility of individual students. Please plan accordingly. If transportation is or may be an issue, please visit the TE program offices BEFORE you register for a course that requires a K-12/off-campus school placement.
Appendix G:

4+1 Content (Subject Area) BA or BS and Special Education MA Certification Program Requirements (Spring 2020)

3 MASE courses may count toward undergraduate credit and major.

These courses do not change the credit count for the undergraduate program.

Teacher candidates will be accepted into the 4 + 1 program at the same time that they apply for the Undergraduate Teacher Education & Certification Program. They will officially apply for the MA program after graduating with a BA or BS.

FOUNDATIONAL COURSES:
EDUC 211 STUDENT LITERACY CORPS* (No Program Admission Required)
EDUC 221 SOCIAL CONTEXT OF EDUCATION (No Program Admission Required)
EDUC 241 INSTRUCTIONAL TECHNOLOGY (No Program Admission Required)
EDUC 222 TEACHING: PRINCIPLES AND PRACTICES** (Program Admission Required)

PROFESSIONAL EDUCATION COURSES:
EDUC 360 INTRODUCTION TO SPECIAL EDUCATION***
WILL TAKE THIS COURSE INSTEAD
EDSP 610 HOME SCHOOL AND COMMUNITY FOR DIVERSE LEARNERS

Clinical Practice COURSES (FINAL YEAR):
EDUC 310 METHODS IN CONTENT AREAS: MATH/SCIENCE**** OR
EDUC 315 METHODS IN CONTENT AREAS: HUMANITIES/BUSINESS***** AND
EDUC 350 READING AND WRITING IN THE CONTENT AREAS******
WILL TAKE THIS COURSE INSTEAD
EDSP 615 - LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING

EDUC 495 Clinical Practice CAPSTONE: CONTENT AREA (STUDENT TEACHING)
(Attendance at campus-based bi-weekly seminars is required for student teaching.)

Required course for MA 4+1 Program; Not Required for Undergraduate Degree
EDSP 620 – IMPLEMENTATION OF PROFESSIONAL SKILLS (Field Component)

Please Note: All Foundational Courses must be completed prior to taking any Professional Education Courses.

*22 hours of clinical experience required in a public school setting.

**20 hours of clinical experience required in a public school setting. Must be admitted into the TE Program by preregistration semester prior.

***60 hours of clinical experience required in a public school setting. New TB test and possession of a valid substitute teacher license required.

****170 hours of Clinical Practice required in a public school setting. Possession of a valid substitute teacher license required.

*****Course is usually taught in a public school setting/requires 10 hours of Clinical Practice. Must take and pass appropriate Praxis II by March 1 prior to Clinical Practice.
Please Note: Transportation to and from clinical experience and Clinical Practice placements is the responsibility of individual students. Please plan accordingly. If transportation is or may be an issue, please visit the TE program offices BEFORE you register for a course that requires fieldwork.

3 MASE courses may count toward undergraduate credit and major. These courses do not change the credit count for the undergraduate program.

Upon admission to Ramapo College, candidates will be provisionally accepted to the teacher education 4+1 program. Each student will meet with an advisor to confirm their academic plan. The student's advisor will need to provide permission prior to registering for their graduate coursework during the undergraduate degree. All undergraduate teacher education requirements are to be completed prior to full matriculation in the MA program.

GENERAL EDUCATION REQUIREMENTS FOR CERTIFICATION
CRWT 102 CRITICAL READING AND WRITING II

ONE of the following Mathematics courses:
MATH 101 MATH WITH APPLICATIONS
MATH 104 MATH FOR THE MODERN WORLD
MATH 106 INTRODUCTION TO MATH MODELING
MATH 108 ELEMENTARY PROBABILITY AND STATISTICS
MATH 110 PRE-CALCULUS
MATH 121 CALCULUS I

ALL of the following Social and Behavioral Science courses:
SOSC 110 SOCIAL SCIENCE INQUIRY (Replaces SOSC 101)
PSYC 101 INTRODUCTION TO PSYCHOLOGY
PSYC 215 LEARNING, COGNITION AND TEACHING

ONE of the following Physiology and Hygiene courses:
BIOL 101 INTRODUCTION TO BIOLOGY OR
BIOL 111 FUNDAMENTALS OF BIOLOGY I LECTURE AND
BIOL 111L FUNDAMENTALS OF BIOLOGY I LAB OR
BIOL 214 ANATOMY AND PHYSIOLOGY I LECTURE AND
BIOL 214L ANATOMY AND PHYSIOLOGY I LAB OR
BIOL 240 NUTRITION OR
BIOL 345 NUTRITION AND HUMAN METABOLISM OR
PSYC 326 LOVE AND SEXUALITY OR
SWRK 251 INTRO TO SUBSTANCE USE DISORDERS

Summer
EDSP 630 – Interdisciplinary Studies in a Diverse Classroom (4 credits)
EDSP 705 – Thesis Seminar (2 credits)
EDSP 635 – Inclusion (4 credits)

Fall
EDSP 625 – School Based Assessment & Implementing Data Driven Decisions (4 credits)
EDSP 720 – Capstone Research Project I (3 credits)

Spring
EDSP 640 – Assistive Technology (4 credits)
EDSP 725 – Capstone Research Project II (3 credits)
Appendix H:

Administration of the
Teacher Candidate Professional Dispositions Survey

Teacher Candidate completes the Teacher Candidate Professional Dispositions Survey (TC PDS) at the start of the clinical experience associated with EDUC 222 Teaching: Principles and Practices.

Cooperating Teacher completes the TC PDS at the end of the clinical

Teacher Candidate completes the Teacher Candidate Professional Dispositions Survey (TC PDS) at the start of the clinical experience associated with EDUC 360 Introduction to Special Education.

Course Instructor completes the TC PDS at the end of the clinical

Teacher Candidate completes the Clinical Competency Inventory (CCI) at the start of Clinical Practice I (part-time student teaching).

Clinical Supervisor completes the CCI at the midpoint of Clinical Practice II (full-time student teaching).

Cooperating Teacher completes the CCI at the midpoint of
Appendix I:

Ramapo College of New Jersey
Teacher Education and Certification Program

Observation and Conference Report

Overview

The Observation and Conference Report is a performance-based, formative assessment instrument used to provide feedback to teacher candidates (also referred to as clinical interns) on observed lessons. The Observation and Conference Report (O&C) is used by both clinical supervisors and cooperating teachers during Clinical Practice I and Clinical Practice II. It is closely aligned with the Clinical Competency Inventory (CCI) evaluation instrument and will help guide the development of the teacher candidate throughout Clinical Practice.

During Clinical Practice I, the clinical supervisor will observe the clinical intern teach three (3) separate lessons and conduct post-observation conferences for each, as well as complete the O&C after each lesson/conference. The cooperating teacher will complete one (1) O&C after one (1) formal observation and post-observation conference.

During Clinical Practice II, the clinical supervisor will observe the clinical intern teach six (6) separate lessons and conduct post-observation conferences for each, as well as complete the O&C for each lesson/conference. The cooperating teacher will complete two (2) O&Cs after each of the two (2) formal observations and post-observation conferences.

The teacher candidate must be given a score (or marked as “Not Observed”) for each indicator. Please use the “Additional Comments” section for each indicator to provide support and feedback for the candidate. There are also opportunities at the end of the evaluation to document detailed strengths, areas of improvement, and opportunities for reflection and growth.

All clinical supervisors and cooperating teachers must be trained before using the O&C. In-person training is provided at Clinical Practice Orientation at the start of the Clinical Practice internship. Online training videos are available for those who cannot attend orientation.

Scores and ratings

The following rating scale will be used to score each clinical intern:

**Not Observed** – 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, please insert a comment explaining your concerns. If you are observing a K-3 classroom, obtain approval to skip certain competencies and leave them blank.

**1 - Emergent** (Exhibits Difficulty) – The clinical intern 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 learners.
Recommended point value: 0 - 1.4.

2 - Novice (Limited Competence) – The clinical intern 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 learners.
Recommended point value: 1.5 - 2.74.

3 - Proficient (Basic Competence) – The clinical intern 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 learners.
Recommended point value: 2.75 - 3.4.

4 - Advanced Proficient (Exemplary Practice) – The clinical intern 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 learners.
Recommended point value: 3.5 - 4.0.

Ramapo College of New Jersey
Teacher Education and Certification Program
Observation and Conference Report

Clinical Intern’s Name: ________________________________________________________________

Date & Time of Observation: __________________________________________________________

Evaluator’s Name: ___________________________________________________________________

Evaluator’s Role (Circle One): Clinical Supervisor or Cooperating Teacher

School: ____________________________________________________________________________

Grade & Subject: _____________________________________________________________________

Internship (Circle One): Clinical Practice I or Clinical Practice II

Observation Number (Circle One): 1 2 3 4 5 6

Please indicate the rating the intern achieved:
Emergent: 0 - 1.4  
Novice: 1.5 - 2.74  
Proficient: 2.75 - 3.4  
Advanced Proficient: 3.5 - 4.0

Please indicate the overall (average) score the intern achieved: ______________________

Scoring Instructions: Add up the total points earned for each indicator and divide that number by the total amount of indicators scored. For example, if the intern earned “3s” across all 11 indicators, the total points earned is 33, which is then divided by 11 indicators. This equals an overall score of 3.0.

Clinical Supervisor’s Signature & Date: _____________________________________________

Cooperating Teacher’s Signature & Date: ___________________________________________

Clinical Intern’s Signature & Date: _______________________________________________

Instructions: Please indicate the score earned by the intern for each of the following eleven criteria by typing an “X” to the left of the numerical score (1, 2, 3, 4 or N/O) or circling/highlighting the appropriate numerical score and corresponding performance level descriptor. For very low (1 - emergent) or very high (4 - advanced proficient) ratings, you must type or write comments in the spaces designated “Additional Comments” below each indicator. Overall/general feedback should be provided at the end of the report in the designated area.

1. Learner Development
The candidate shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

N/O - Not Observed
1 - Emergent - Exhibits difficulty in implementing learning experiences and/or interacting with learners.
2 - Novice - Implements learning experiences with limited competence that requires further guidance from either the cooperating teacher and/or supervisor. Needs more guidance on interacting with learners on a developmental level.
3 - Proficient - Identifies and plans learning experiences based on students’ developmental stages. Respectfully interacts with learners and is sensitive to their needs.
4 - Advanced Proficient - Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social and academic differences.

Additional Comments:
2. Learning Differences
The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**N/O - Not Observed**
1 - **Emergent** - Prepares and delivers instruction oriented towards the whole class.
2 - **Novice** - Develops and delivers instruction to address the needs of learners on an inconsistent basis.
3 - **Proficient** - Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL and different learning styles.
4 - **Advanced Proficient** - Applies and adapts instruction that engages the learners in ways that complement their learning styles. Modifies instruction to reflect the diverse cultures and communities of learners.

**Additional Comments:**

3. Learning Environment
The candidate works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**N/O - Not Observed**
1 - **Emergent** - Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.
2 - **Novice** - Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.
3 - **Proficient** - Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning Environment.
4 - **Advanced Proficient** - Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite and culturally sensitive learning environment.

**Additional Comments:**

4. Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**N/O - Not Observed**
1 - **Emergent** - Deliver instruction based on insufficient content knowledge, theory and principles of the discipline.
2 - Novice - Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning of subject matter.

3 - Proficient - Delivers instruction based on content knowledge, theory and principles of the discipline allowing meaningful learning and mastery of subject matter.

4 - Advanced Proficient - Delivers instruction that demonstrates depth and breadth of the content knowledge, theory and principles of the discipline. Incorporates appropriate materials and consistently makes learning experiences meaningful and relevant which leads to mastery of subject matter.

Additional Comments:

5. Application of Content
The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and solve problems related to authentic local and global issues.

N/O - Not Observed
1 - Emergent - Asks factual questions and instruction does not include concept connections. Questions do not engage learners in critical thinking. Shows lack of understanding of the concepts needed in order to engage learners in making connections to solve real world problems.

2 - Novice - Asks recall and identification questions. Instruction includes some concept connections. Questions engage some learners in critical or divergent thinking. Shows an incomplete understanding of the concepts needed to engage learners in making connections to solve real world problems.

3 - Proficient - Asks application, analysis and synthesis questions. Instruction includes making connections to concepts and using a variety of perspectives to engage all learners in critical and divergent thinking. Shows a complete and correct understanding of the concepts needed in order to engage learners in making connections to solve real world problems.

4 - Advanced Proficient - Asks application, analysis, synthesis and evaluation questions. Instruction includes making connections to concepts using many perspectives to engage all learners in critical and divergent thinking. Shows a thorough understanding of the concepts needed to engage learners and extend learners’ abilities to solve real world problems.

Additional Comments:

6. Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

N/O - Not Observed
1 - Emergent - Uses one method or inappropriate methods of assessment that do not
engage learners in the process. Assessment does not include feedback to students. There is no attempt to use data driven decision making.

2 - Novice - Uses a few or the same methods of assessment and engages some learners in the process. Assessment includes minimal feedback to students. Some data is used to guide the students’ and teacher’s decision making.

3 - Proficient - Uses multiple formative and summative assessments. Engages most learners in the assessment process. Assessment includes targeted feedback to students. Data is used to guide the students’ and teacher’s decision making.

4 - Advanced Proficient - Uses a variety of formative and summative assessments. Provides differentiated assessments to meet individual student needs. Assessment includes specific detail and feedback. Data includes multiple measures and is used to make decisions about the student’s learning and to inform the teacher’s instruction.

**Additional Comments:**

7. Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

N/O - Not Observed

1 - Emergent - Plans instruction that does not meet the learning goals for students. Uses minimal knowledge of curriculum, pedagogy or community context to plan instruction and may not take into consideration the knowledge of learners.

2 - Novice - Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy or community context to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.

3 - Proficient - Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of curriculum, pedagogy, community context and learners to plan instruction.

4 - Advanced Proficient - Plans instruction that shows complete and correct understanding of rigorous learning goals for all students. Uses knowledge of curriculum, pedagogy, community context and all learners to plan instruction.

**Additional Comments:**

8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

N/O - Not Observed

1 - Emergent - Uses instructional strategies to present content. Strategies may not build learners’ skills to make connections and apply knowledge.

2 - Novice - Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners’ skills to make connections and apply knowledge.

3 - Proficient - Uses a variety of instructional strategies that encourage learners to develop an understanding of content. Strategies build the learners’ skills to make
connections and apply knowledge.

4 - **Advanced Proficient** - Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners’ understanding of content to make multiple connections and apply knowledge.

**Additional Comments:**

9. **Professional Learning and Ethical Practice**
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **N/O - Not Observed**
- 1 - **Emergent** - Candidate may participate in ongoing professional learning which may be demonstrated during the lesson. Candidate does not modify or adjust instruction based on feedback to meet the needs of each learner.
- 2 - **Novice** - Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without appropriate modifications to meet the needs of each learner.
- 3 - **Proficient** - Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on their own practice. Candidate modifies instruction based on feedback/results and plans lessons accordingly to meet the needs of each learner.
- 4 - **Advanced Proficient** - Candidate participates in ongoing professional learning which is consistently demonstrated during the lesson. Candidate uses evidence-based teaching strategies and reflection to improve his/her practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognitive skills in each learner.

**Additional Comments:**

10. **Leadership and Collaboration**
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

- **N/O - Not Observed**
- 1 - **Emergent** - Provides no evidence of contributing to the school and or district. Communicates periodically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and community. Makes no attempt to assume leadership roles within the school.
- 2 - **Novice** - Provides some evidence of contributions to the school and district. Communicates with colleagues, parents, and other school professionals. Sometimes participates in activities with parents and community. Makes minimal attempt to assume leadership roles within the school.
3 - Proficient - Provides evidence of contributing to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles, as appropriate.

4 - Advanced Proficient - Provides evidence of many contributions to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles in various capacities, as appropriate. Seeks out opportunities to assume additional responsibilities in the school community or the profession.

Additional Comments:

11. Professional Responsibility
The candidate acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

N/O - Not Observed

1 - Emergent - Professional interactions and practices do not always demonstrate integrity and fairness towards all students. May not consistently follow the school’s policies, regulations or timelines.

2 - Novice - Professional interactions and some practices may be characterized by fairness, integrity, respect or confidentiality. Complies with the policies of the school, professional teaching standards and Code of Ethics to promote the success of students.

3 - Proficient - Professional interactions and practices are characterized by fairness, integrity, respect and confidentiality. Abides by the policies of the school, professional teaching standards and Code of Ethics to promote the success of all students.

4 - Advanced Proficient - Professional interactions and practices are characterized by fairness, integrity, respect and confidentiality. Models exemplary professional behavior by following the policies of the school, professional teaching standards and applies the Code of Ethics to promote the success of all students.

Additional Comments:

Brief summary of lesson and NJ Student Learning Standards addressed:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Areas of Strengths:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Areas for Improvement:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Recommendations/Reflections for Professional Growth:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Overall Assessment of Teacher Candidate in the Classroom:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Appendix J:

Clinical Competency Inventory (CCI; ver3.3)
Evaluation of Clinical Interns During Clinical Practice
Instructions and Overview

Introduction

This performance-based observational instrument, the Clinical Competency Inventory, has been designed to provide actionable feedback on the progress of individual teacher candidates (also referred to as clinical interns) who are completing their Clinical Practice (student teaching) internship. The CCI is a standards-based assessment rubric that measures key competencies aligned to the 2011 InTASC standards, 2014 New Jersey Professional Standards for Teachers, and the current Educative Teacher Performance Assessment (edTPA) rubrics that are required of all teacher candidates prior to being recommended for certification. The CCI specifies the defining set of competencies that preservice teachers must demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, “Provides evidence of.” It is expected that the candidate will bring evidence/artifacts of these competencies to the final evaluation conference.

The CCI was designed to formally assess competencies and provide feedback to the clinical intern during Clinical Practice II (CP2; full-time student teaching). It is to be used as a formative assessment at the midpoint of CP2 (February), as well as a summative assessment at the end of CP2 (April/May). It should be used in conjunction with the Observation and Conference Report (O&C) that is aligned with the CCI. The O&C focuses on the quality of individual lessons being observed; whereas the CCI is meant to be a cumulative assessment of competencies that the clinical supervisor and cooperating teacher have observed over the course of the internship. The CCI should be introduced at the beginning of Clinical Practice to guide the development of the clinical intern and to provide feedback on the candidate’s strengths and areas in need of improvement.

The procedure for using the CCI is as follows:

1) At the start of the year-long Clinical Practice internship, the clinical intern conducts an initial pre-assessment/self-evaluation by completing the CCI. This will help guide the intern’s goals and progress.

2) At the first visit of Clinical Practice I, the clinical supervisor reviews the Observation and Conference Report (O&C) and Clinical Competency Inventory (CCI) with the cooperating teacher. The O&C is used to document and provide feedback to the intern on individual lessons throughout Clinical Practice. The CCI is used as an evaluative tool during Clinical Practice II.

3) During the second or third month of Clinical Practice I (October/November), the clinical supervisor and cooperating teacher observe the clinical intern together (co-observation, if possible) and complete the O&C independently. They discuss with the intern what behaviors they observed along with each of the 11 standards, as well as specify areas of strength and areas for improvement.

4) During the first month of Clinical Practice II (January), the clinical supervisor and cooperating teacher observe the clinical intern together (co-observation, if possible) and complete the O&C independently.
They discuss with the intern what behaviors they observed along with each of the 11 standards, as well as specify areas of strength and areas for improvement.

5) At the midpoint of CP2 (February), the clinical supervisor and cooperating teacher complete the CCI independently. They hold a midpoint conference with the clinical intern to discuss their CCI ratings and comments.

6) The clinical supervisor and cooperating teacher conduct one more common observation together (March/April) prior to the clinical intern’s final observation by the supervisor and complete the O&C independently. They hold another joint post-observation conference with the intern to discuss their ratings and feedback.

7) At the completion of the internship (April/May), the clinical supervisor and cooperating teacher complete the CCI independently. They hold a final conference with the clinical intern to discuss their final CCI ratings and comments.

8) At the very end of Clinical Practice II, the clinical intern conducts a final post-assessment/self-evaluation by completing the CCI. This will help guide the intern’s future goals and progress.

Scoring

The following rating scale will be used to score each clinical intern. For the formative/midpoint CCI evaluation, the required benchmark for a clinical intern to proceed with the second half of Clinical Practice II without any required interventions/additional supports is 2.50. For the summative/final CCI evaluation, the required benchmark for a clinical intern to be recommended for certification is 3.00.

It is not expected that the intern earn ratings of proficiency (3.0) or greater prior to Clinical Practice II.

1: Emergent (Exhibits Difficulty) – The clinical intern 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. Recommended point value: 0 - 1.4.

2: Novice (Limited Competence) – The clinical intern 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. Recommended point value: 1.5 - 2.74.

3: Proficient (Basic Competence) – The clinical intern demonstrates 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. Recommended point value: 2.75 - 3.4.

4: Advanced Proficient (Exemplary Practice) – The clinical intern demonstrates 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. Recommended point value: 3.5 - 4.0.

Not Observed – This CANNOT be used for the summative/final evaluation. 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, please insert a comment explaining your concerns. If you are
observing a K-3 classroom, obtain approval to skip certain competencies and leave them blank.

**For the Final Assessment, please rate all 34 indicators if you can.** Use the following scale to assess the
candidate (this scale will not be accurate if you skip any item): Advanced Proficient (4) = 136 points;
Proficient (3) = 102 points; Novice (2) = 68 points; Emergent (1) = 34 points.

**IF ALL INDICATORS ARE USED, A CLINICAL INTERN NEEDS AT LEAST 102 POINTS (3.00
AVERAGE) TO BE RECOMMENDED FOR CERTIFICATION. DO NOT COUNT ANY
ITEMS YOU DID NOT OBSERVE.**

*If you did not score all 34 indicators, please calculate the overall score by adding up all points earned and
dividing the total points earned by the number of indicators actually scored (total points earned ÷ # of
indicators you rated).*

**Schedule for administering the CCI:**
- **September:** Clinical intern completes an initial pre-assessment/self-evaluation CCI;
- **February:** Supervisor and cooperating teacher complete separate formative/midpoint CCIs; and
- **April/May:** Intern, supervisor, and cooperating teacher complete separate summative/final CCIs.

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**Ramapo College of New Jersey**

**Teacher Education and Certification Program**

**Clinical Competency Inventory (CCI)**

*This form is designed to provide feedback for the clinical intern and RCNJ’s teacher education program. 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 teacher education programs.*

Clinical Intern’s Name: ___________________________ Date: ________________

Cooperating Teacher’s Name: ___________________________

Clinical Supervisor’s Name: ___________________________

School/School District: ___________________________

Subject(s)/Grade Level(s): ___________________________

Semester: ☐ Spring ☐

Evaluation: ☐ Pre-/self-assessment ☐ Midpoint ☐ Final or Post-/self-assessment

Evaluator: ☐ Self ☐ Clinical Supervisor ☐ Cooperating Teacher

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

4: Advanced Proficient
3: Proficient
2: Novice
1: Emergent

Your comments for each standard are also requested, specifically for those indicators with very low (1 – emergent) or very high (4 – advanced proficient) ratings. Please use the space provided beneath each indicator in the far-left column or any white areas. Please do not write in the shaded areas.

After discussion with the clinical intern, all parties should sign below to indicate that ratings and feedback were reviewed. Signatures do not denote agreement regarding the evaluation, rather it confirms that a conversation regarding the evaluation has taken place.

Overall Evaluation:  ○ Advanced Proficient ○ Proficient ○ Novice ○ Emergent

Signature of Clinical Supervisor: _______________________________________________________

Signature of Cooperating Teacher: _____________________________________________________

Signature of Clinical Intern: _________________________________________________________
<table>
<thead>
<tr>
<th>Standard #1: Learner Development</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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</table>
| The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | The clinical intern’s lessons:  
- Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy);  
- Contain objectives that are not written correctly;  
- Are not cognitively challenging. | The clinical intern’s lessons:  
- Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy);  
- Contain objectives that are not written properly;  
- Show some effort to differentiate instruction but needs improvement;  
- Are somewhat aligned to standards. | The clinical intern’s lessons:  
- Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);  
- Address individual developmental differences in the instructional activities by differentiating instruction;  
- Are cognitively challenging for all learners;  
- Are aligned to standards. | The clinical intern’s lessons:  
- Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy);  
- Address individual developmental differences in the instructional activities by differentiating instruction;  
- Are cognitively challenging for all learners;  
- Are aligned to standards. | |
| 1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn. | The clinical intern interacts with learners in a manner that:  
- Needs more sensitivity to cultural and academic differences of students;  
- Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom. | The clinical intern interacts with learners in a manner that:  
- Uses academic conversation at times;  
- Respects cultural differences of most learners;  
- Tries to establish a supportive environment through verbal and nonverbal interactions, but needs some feedback. | The clinical intern interacts with learners in a manner that:  
- Encourages academic conversation and accepts linguistic and developmental differences in language development;  
- Respects cultural differences of all learners;  
- Respects all learners in the | The clinical intern interacts with learners in a manner that:  
- Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations;  
- Encourages academic conversation and accepts linguistic and developmental differences in | |
<p>| 1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences. | | | | | |</p>
<table>
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<tr>
<th>Standard #2: Learning Differences</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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</table>
| The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners. | The clinical intern’s lessons:  
- Use strategies that are not differentiating instruction at all;  
- Is providing the same strategies for all students and not considering learning differences. | The clinical intern’s lessons:  
- Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions;  
- Try to support a learning environment that allows all students to succeed but needs to include more accommodations for learners. | The clinical intern’s lessons include:  
- Many activities that differentiate the delivery of instruction based on needs of learners;  
- Assessments that accommodate the needs of all learners;  
- Most strategies that support a learning environment that allows all students to succeed. | The clinical intern’s lessons include:  
- Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP’s, 504’s if available or appropriate);  
- Strategies that differentiate the delivery of instruction based on needs of learners;  
- Assessments that accommodate the needs of all learners. |  

2.2 The clinical intern incorporates multicultural content and perspectives into the lesson. | The clinical intern engages in activities that:  
- Are not sensitive to the diversity of students, families or the surrounding community.  
- Are devoid of any multicultural content or perspective. | The clinical intern engages in activities that:  
- Focuses on holidays and peripheral content related to students’ cultural backgrounds;  
- Incorporate students’ cultural heritage. | The clinical intern engages in meaningful lessons that:  
- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. | The clinical intern engages in meaningful lessons that:  
- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. |  

Emergent | Novice | Proficient | Advanced Proficient | Not Observed |  

- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. |  

- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. |  

- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. |  

- Reflect the diversity of students, their families, and their communities;  
- Incorporate students’ interests and cultural heritage;  
- Illustrate and discuss content that addresses social and cultural issues relevant to students’ identity;  
- Establish an inclusive learning community with clear and explicit instruction. |
### Standard # 3: Learning Environment

**The teacher works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

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<thead>
<tr>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
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#### 2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.

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<th>guidelines and shared expectations.</th>
<th>guidelines and shared expectations.</th>
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The clinical intern:
- Engages the learner in one-word responses most of the time;
- Does not provide any accommodations to English language learners;
- Struggles to provide academic support to English language learners.

The clinical intern:
- Needs to engage in academic discussions that involve more than one-word responses;
- Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;
- Provides rudimentary support to the learner in language and literacy development.

The clinical intern:
- Supports the learner in language and literacy development;
- Encourages the learner to engage in academic discussions that involve more than one-word responses;
- Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner.

The clinical intern:
- Provides the learner with vocabulary reinforcement and/or modifications;
- Encourages the learner to engage in academic discussions that involve more than one-word responses;
- Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;
- Supports the learner in language and literacy development;
- Uses the learners’ cultural background to contribute to student learning.

#### 3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.

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The clinical intern:
- Needs to work on listening more carefully to learners;
- Needs to work on showing a more caring attitude.

The clinical intern:
- Listens carefully to learners;
- Responds respectfully;
- Responds neutrally in tone.

The clinical intern:
- Listens carefully to learners;
- Responds respectfully;
- Gives learners a chance to answer with adequate wait time;
- Shows warmth and caring in tone and actions.

The clinical intern:
- Listens carefully to learners;
- Responds respectfully;
- Gives learners a chance to answer with adequate wait time;
- Encourages academic conversations and use of academic language with students;
3.2 The clinical intern uses effective classroom management techniques.

- The clinical intern manages the class by:
  - Enforcing effective classroom rules;
  - Engaging in positive and supportive student-teacher interactions;
  - Facilitating effective student-student interactions;
  - Provides a positive, low-risk learning environment that reveals mutual respect among students.

3.3 Learners are actively participating and engaged in the lesson.

- Learners are highly engaged in a model lesson by:
  - Applying the content through hands-on activities;
  - Discussing;
  - Actively participating;
  - Displaying interest and enthusiasm;
  - Paying close attention and responding in an enthusiastic and interested manner.

3.4 Learners are engaged in positive peer relationships through classroom activities.

- Learners are:
  - Collaborating with peers in cognitively challenging and relevant activities;
  - Actively discussing with peers;
  - Coaching/mentoring a peer;
  - Establishing positive peer interactions.
<table>
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<tr>
<th>Standard #4: Content Knowledge</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
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<tr>
<td>4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.</td>
<td>The clinical intern: Does not demonstrate a command of the subject matter; Has not aligned the lesson with any standards; Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.</td>
<td>The clinical intern: Uses teaching strategies that foster the understanding of key disciplinary concepts; Demonstrates a rudimentary command of the subject matter; Incorporates appropriate standard(s) in the lessons.</td>
<td>The clinical intern: Relates content to prior student knowledge; Uses effective explanations of key disciplinary concepts; Uses teaching strategies that foster the understanding of key disciplinary concepts; Demonstrates a deep and broad command of the subject matter; Incorporates the appropriate standard(s) (CCSS, NJSLS and/or professional standards) in the lessons; Makes the content relevant to everyday life and experiences of the learner.</td>
<td>The clinical intern: Relates content to prior student knowledge; Uses effective explanations of key disciplinary concepts; Uses teaching strategies that foster the understanding of key disciplinary concepts; Demonstrates a deep and broad command of the subject matter; Incorporates the appropriate standard(s) (CCSS, NJSLS and/or professional standards) in the lessons; Teaches the disciplinary vocabulary words associated with the content; Makes the content relevant to everyday life and experiences of the learner.</td>
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</table>
4.2 Learners demonstrate development of critical thinking and problem solving within the content area.

Learners need to develop their critical thinking and problem solving skills. Activities are very low level and do not push the students to problem solve or think critically.

Learners need to further develop their critical thinking and problem solving skills within the content area:

- More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area;
- Written and oral responses are too low level and need to encourage learners to think critically and solve problems.

Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:

- Responses to higher order thinking questions raised by the clinical intern;
- Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;
- Written and oral to critical thinking and problem solving assignments.

Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:

- Responses to higher order thinking questions raised by the clinical intern;
- Questions generated by the learners that demonstrate critical thinking skills;
- Classroom activities and strategies that engage them in critical thinking and problem solving in the content area;
- Their ability to apply key concepts in the discipline to new disciplinary content;
- Responses written and/or oral to critical thinking and problem solving assignments.
4.3 The clinical intern integrates reading, writing, speaking and listening.

<table>
<thead>
<tr>
<th>The clinical intern:</th>
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<th>The clinical intern:</th>
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<tr>
<td>Does not use a variety of print sources to teach literacy; Rarely emphasizes comprehension; Does not use age-appropriate literacy strategies.</td>
<td>Tends to use limited resources to teach literacy; Tends not to stress comprehension; Needs to use more age-appropriate literacy strategies; Needs more text-based discussions and writing to reinforce literacy.</td>
<td>Uses a variety of print sources to teach literacy; Stresses comprehension of text; Facilitates rich text-based discussions and/or writing; Uses age-appropriate literacy strategies to promote learners’ literacy development; Focuses instruction equally on narrative and informational text.</td>
<td>Uses a variety of print sources to teach literacy; Stresses comprehension of text through strategy instruction; Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts; Uses shared reading, Read Alouds and/or age-appropriate strategies that promote learners’ literacy development; Focuses instruction equally on narrative and informational text.</td>
</tr>
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</table>

5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>The clinical intern implements learning experiences that focus solely on one content area with no connection to other disciplines and does not provide any opportunity for learners to apply concepts and ideas.</td>
<td>The clinical intern implements learning experiences that: • Tend to focus on one content area only with little connection to other disciplines; • Have learners engaged in applying concepts and ideas from mainly one content area.</td>
<td>The clinical intern implements learning experiences that: • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from at least one other content area.</td>
<td>The clinical intern implements learning experiences that: • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from several content areas; • Provide opportunities for learners to use interdisciplinary concepts to help solve problems.</td>
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<tr>
<td>5.2 Learners apply content knowledge to solve real world problems through collaboration.</td>
<td>Learners are working exclusively from a textbook, worksheet, or answering lower level questions. There is no group collaboration nor are learners solving real world problems.</td>
<td>Learners are working predominantly from a textbook or worksheets and occasionally working collaboratively in a group. There is little evidence that they are trying to solve real world problems.</td>
<td>Learners are actively involved in: ● Exploring and/or researching different alternatives to solving a problem; ● Working collaboratively in a group; ● Applying content knowledge to solving a problem.</td>
<td>Learners are actively involved in: ● Exploring and/or researching different alternatives to solving a problem; ● Working collaboratively in a group; ● Applying content knowledge to solving a problem.</td>
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<tr>
<td>5.3 Learners use current resources for content exploration, which may include technological applications.</td>
<td>Learners are only using their textbooks to explore the content. There is little technology integration or use of varied resources if technology is not available.</td>
<td>Learners are using a few different resources such as laptops and books for content research. They mainly use their textbooks as the primary resource.</td>
<td>Learners are: ● Using a variety of resources to help solve a problem; ● Engaged in discovering new resources available for the exploration of the content; ● Using current events and technological resources for content exploration.</td>
<td>Learners are: ● Using a wide variety of resources such as books, printed material, laptops, apps, iPads, and variety websites to help solve a problem; ● Engaged in discovering and integrating new resources available for the exploration/research of the content; ● Using current events and technological applications for exploration and research of the content.</td>
</tr>
<tr>
<td>5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.</td>
<td>Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge. Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.</td>
<td>Learners apply their content knowledge by: ● Telling a story, recounting an experience or reporting on a topic; ● Engaging in collaborative discussions; ● Presenting their ideas/research in a variety of ways.</td>
<td>Learners apply their content knowledge by: ● Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details; ● Engaging in collaborative discussions; ● Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations and group presentations.</td>
<td>Learners apply their content knowledge by: ● Telling a story, recounting an experience or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details; ● Engaging in collaborative discussions; ● Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations and group presentations.</td>
</tr>
<tr>
<td>5.5 Learners are engaged in literacy activities within content areas.</td>
<td>Learners are using their textbook only and using it as</td>
<td>Learners are mostly reading the same textbook and a few supplemental</td>
<td>Learners are engaged in: ● Reading a variety of informational texts;</td>
<td>Learners are engaged in: ● Reading a variety of informational texts;</td>
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<tr>
<td>Activities</td>
<td>Description</td>
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<tr>
<td>the primary source for learning the content. They are not being taught about how to comprehend informational text nor how to draw evidence from the text to support answers.</td>
<td>Resources. They are writing essays that are based on textbook readings and some outside sources. They are learning the vocabulary words from the textbook and writing essays about topics from the textbook.</td>
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<tr>
<td>Reading a variety of informational texts; Comparing multiple sources of texts; Using comprehension to help make meaning; Writing about the content area; Learning vocabulary (Tier 1, 2, and 3 words); Listening to others' research and/or presentations.</td>
<td>Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning; Comparing texts on the same theme and drawing conclusions; Writing about and/or discussing the content using evidence from the text to support ideas; Learning vocabulary (Tier 1, 2, and 3 words); Listening to others’ research and/or presentations and commenting on it.</td>
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<tr>
<td>Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas. Learners are engaged in qualitative reasoning in mathematics lessons only. There is not integration into any other content area. Learners are occasionally engaged in quantitative reasoning to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies. Learners are engaged in: Interpreting charts and graphs; Using mathematics to solve problems; Exploring quantitative reasoning when reading a variety of resources; Discussing the value of quantitative reasoning. Learners are engaged in: Interpreting charts and graphs; Using concrete objects and manipulatives to solve problems; Applying mathematical modeling/reasoning to explore the content area; Exploring quantitative reasoning when reading a variety of resources; Discussing the value of quantitative reasoning within different content areas such as the arts.</td>
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</table>
## Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

<table>
<thead>
<tr>
<th>6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</td>
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</tbody>
</table>
| The lesson plans contain:  
- A general assessment to evaluate the students;  
- General rubrics, which need more specific criteria and alignment with the objectives/outcomes;  
- A few formative assessments to monitor learners’ progress. | | | | | |
| The lesson plans contain:  
- An assessment to evaluate each objective;  
- A rubric that is designed to measure objective;  
- A few formative assessments that monitor learners’ progress;  
- A benchmark for measuring achievement. | | | | | |
| The lesson plans contain:  
- A clear assessment strategy for how each objective will be evaluated;  
- Rubrics and/or criteria that are designed specifically for each objective;  
- Formative assessments that are built into the lesson to monitor learners’ progress;  
- A measure or method of collecting data for each objective;  
- A benchmark for measuring achievement for each objective. | | | | | |

<table>
<thead>
<tr>
<th>6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical intern provides minimal feedback to the students.</td>
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</tbody>
</table>
| The clinical intern:  
- Provides feedback to learners in a positive manner;  
- Works with learners to help them understand their own performance. | | | | | |
| The clinical intern:  
- Uses assessment data to provide feedback to learners in a positive manner;  
- Works with learners to help them understand their own performance;  
- Provides feedback to students on a continual basis. | | | | | |
| The clinical intern:  
- Uses assessment data to differentiate instruction based on students’ needs;  
- Uses assessment data to provide feedback to learners in a positive manner;  
- Targets the feedback on specific objectives to help increase achievement;  
- Works with learners to help them understand their own performance, and, if possible, establish their own learning goals;  
- Provides continuous feedback to learners regarding their future learning goals. | | | | | |
<table>
<thead>
<tr>
<th>Standard #7: Planning for Instruction</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
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</table>

7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.

| | The textbook is used as the only source of material. | The instructional materials and resources used in the lessons rely predominantly on the textbook and a few supplemental sources of material. A variety of resources are not used and/or the resources do not meet the needs of all learners. | The instructional materials and resources used in the lessons: ● Are well chosen to meet the lesson objectives; ● Meet the needs of all learners including struggling readers and English language learners; ● Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook. | The instructional materials and resources used in the lessons: ● Are well chosen to meet the lesson objectives; ● Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures; ● Meet the needs of all learners including struggling readers and English language learners; ● Are at appropriate developmental and reading levels to foster an interest in learning for all students; ● Are a rich variety (print, video, technology, primary sources, manipulatives). | |

7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.

| | There is little or no technology integration in the lessons. | When available, technology use is predominantly teacher presentations and students are not engaged in using the technology. | When available, technology use: ● Promotes meaningful learning; ● Involves the learners who are engaged in using the technology; ● Provides interest and meaning to the learning activities. | When available, technology use: ● Promotes meaningful and deep learning; ● Involves the learners who are engaged in using the technology; ● Is integral to the learning activities; ● Provides interest and meaning to the learning activities. | |

7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.

| | The lessons are not effectively organized and missing several components of a well-constructed lesson plan. The lessons do not contain all the | The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the | The lessons contain: ● Appropriately written objectives aligned to standards; ● A good introduction which may include a motivating hook | The lessons contain: ● Clear and appropriately written objectives that are aligned to standards; ● A well-constructed introduction including | |

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| Elements of a well-constructed lesson plan, missing one of the following: a solid introduction with a motivating hook, a procedure with meaningful learning activities, a good conclusion, and/or assessment of the objectives. | and/or development of background knowledge; ● A good procedure including engaging activities; ● A good conclusion that might include a summary and wrap-up of concepts; ● An assessment of what was learned. | a motivating hook and development of background knowledge; ● A solid procedure that engages the learner in meaningful and cognitively challenging activities; ● A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts; ● An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score). |

<p>| 7.4 The clinical intern’s unit has lessons that build on each other to support learning of the essential strategy with clear connections to skills and learning theory. | The unit: Is not well sequenced; Needs more definite connection to skills and theory; Is not developmentally appropriate for the target audience. | The unit: Is out of balance in terms of sequence and development of content, skills, and knowledge; Needs more definite connection to theory; Is developmentally appropriate for the target audience. | The unit: Contains a somewhat organized and sequential development of content, skills and knowledge to support student learning; Shows connections to skills and theory; Is developmentally appropriate for the target audience; Addresses students’ prior knowledge. | The unit: Contains a clearly organized and sequential development of content, skills and knowledge to support student learning; Shows clear connections to developmental and pedagogical theory. Has clear connections to skills; Is developmentally appropriate for the target audience; Builds on students’ prior knowledge and prerequisite skills and knowledge. |</p>
<table>
<thead>
<tr>
<th><strong>Standard #8:</strong> Instructional Strategies</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
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<tr>
<td><strong>8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).</strong></td>
<td>The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.</td>
<td>The clinical intern asks questions throughout the lessons that: Often are &quot;yes&quot; or &quot;no&quot; questions; Ask students about vocabulary words; Do not use correct academic language for the discipline.</td>
<td>The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students cognitively (why, what if, and how questions); Advance high-level thinking and discourse; Ask students about vocabulary words; Use appropriate academic language for the discipline.</td>
<td>The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students cognitively (why, what if, and how questions); Advance high-level thinking and complex discourse; Address how the text works (asks questions about text structure, author’s purpose, writing style, theme, use of language, etc.); Ask students about vocabulary; Use appropriate academic language for the discipline.</td>
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<tr>
<td><strong>8.2 The clinical intern varies their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).</strong></td>
<td>The clinical intern engages in direct instruction only without varying their role during the lesson.</td>
<td>The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole class.</td>
<td>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: • Direct instruction to whole class or small group; • Facilitator and/or coach to small groups or individual students; • Participant during student presentations.</td>
<td>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: • Direct instruction to whole class or small group; • Facilitator and/or coach to small groups or individual students; • Modelling for demonstration of new skills/processes; • Being a participant during student presentations.</td>
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<tr>
<td><strong>8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).</strong></td>
<td>The clinical intern does not model any strategy or skill before having the learners apply it.</td>
<td>The clinical intern occasionally models a strategy or skill and does a brief think aloud.</td>
<td>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before</td>
<td>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before</td>
<td></td>
</tr>
</tbody>
</table>
| 8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes. | The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes. | The clinical intern uses allotted time to:  
- Implement a lesson with an introduction, activities, and summary;  
- Assess the learning outcomes. | The clinical intern uses allotted time to:  
- Keep learners on-task;  
- Minimize time for transitions;  
- Engage learners in achieving learning outcomes;  
- Implement an effective lesson with an introduction, activities, and summary;  
- Assess the learning outcomes;  
- Monitor and adjust lesson according to formative assessment and time constraints. | The clinical intern uses allotted time to:  
- Keep learners on-task with cognitively challenging activities;  
- Minimize time for transitions;  
- Engage learners in achieving learning outcomes;  
- Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary;  
- Assess the learning outcomes;  
- Monitor and adjust lesson according to formative assessment and time constraints. |
**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<table>
<thead>
<tr>
<th></th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
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</table>

### 9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.

- The clinical intern provides evidence of:
  - A brief reflection on:
    - How the lesson can be improved;
    - Changes to teacher practice that are superficially related to student learning needs;
    - A few recommendations for future growth.

- The clinical intern reflects on:
  - How the lesson can be improved;
  - Recommendations for future improvement related to standards;
  - Changes to teacher practice that are related to student learning needs;
  - Examples of how they considered students' needs, interests, and skills.

- The clinical intern reflects on:
  - How the lesson can be improved;
  - Specific recommendations for future improvement related to standards;
  - Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory;
  - Examples of how they considered students' needs, interests, and skills.

### 9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.

- The clinical intern needs help in:
  - Maintaining and analyzing accurate student records.

- The clinical intern provides evidence of:
  - A grade book with students' grades;
  - Records that are somewhat organized, and current;
  - Examples of instruments used for assessment.

- The clinical intern provides evidence of:
  - Records with students' assessment scores;
  - Analysis of data;
  - District policies regarding record keeping;
  - Records that are organized, current and accessible; Examples of instruments used for assessment.

- The clinical intern provides evidence of:
  - Records with students' assessment scores;
  - Analysis of data;
  - District policies regarding record keeping;
  - Records that are organized, current and accessible;
  - Examples of instruments used for assessment; Feedback provided to students and parents regarding student growth and achievement.
<table>
<thead>
<tr>
<th><strong>Standard #10: Leadership and Collaboration</strong></th>
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<tbody>
<tr>
<td>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
<tr>
<td><strong>Emergent</strong></td>
</tr>
<tr>
<td>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Standard 11: Professional Responsibility</strong></th>
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<tbody>
<tr>
<td>Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.</td>
</tr>
<tr>
<td><strong>Emergent</strong></td>
</tr>
<tr>
<td>The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner.</td>
</tr>
</tbody>
</table>
| 11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers and learners). | The clinical intern needs improvement in one or more of the following:  
- Adheres to school professional code of conduct;
- Maintains a calm demeanor even when under stress;
- Dresses professionally;
- Is reliable, punctual, and meets deadlines;
- Communicates with colleagues in a professional manner;
- Implements feedback and suggestions to improve practice. |
| --- | --- |
| 11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional. | The clinical intern needs to improve in one or more of the following:  
- Reading, writing, speaking, mathematics, or technology skills. |

| The clinical intern: Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers; Always acting in a sound and professionally responsible manner. | School and district policies; Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers. | School and district policies; Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers. |
| The clinical intern: Adheres to school professional code of conduct; Maintains a calm demeanor most of the time; Dresses professionally; Is reliable, punctual, and meets deadlines; Implements some of the feedback and suggestions to improve practice. | The clinical intern: Adheres to school professional code of conduct; Dresses professionally; Is reliable, punctual, and meets deadlines; Communicates with colleagues and supervisor in a professional manner; Implements most suggestions to improve practice. | The clinical intern: Adheres to school professional code of conduct; Maintains a calm and collected demeanor even when under stress; Dresses professionally; Is reliable, punctual, and meets deadlines; Communicates with colleagues and supervisor in a professional manner; Poses and listens to constructive suggestions to enhance the teaching and learning process; Implements feedback and suggestions to improve practice. |

| 11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers and learners). | The clinical intern needs improvement in one or more of the following:  
- Adheres to school professional code of conduct;
- Maintains a calm demeanor even when under stress;
- Dresses professionally;
- Is reliable, punctual, and meets deadlines;
- Communicates with colleagues in a professional manner;
- Implements feedback and suggestions to improve practice. |
| --- | --- |
| 11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional. | The clinical intern needs to improve in one or more of the following:  
- Reading, writing, speaking, mathematics, or technology skills. |

| The clinical intern: Writes in communication that usually has some spelling and grammatical errors; Speaks using standard English, but may have some language problems; Needs to use mathematics to analyze student achievement; |
| The clinical intern: Writes in well-constructed communication that is mostly free of spelling and grammatical errors; Speaks clearly, using standard English; Uses mathematics to analyze student achievement and for other tasks; Makes use of technology; |
| The clinical intern: Writes in clear, well-constructed communication that is free of spelling and grammatical errors; Speaks clearly and articulately in a manner that is professional and intelligent; |
Add up all points earned for all competencies rated; there are a total of 34 competencies.

**Total score on all indicators you rated on the CCI:**

**Overall score** (total score of all indicators ÷ # of indicators actually rated):

Comments:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

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_____________________________________________________________________________
Appendix K:

Ramapo College of New Jersey
Teacher Education & Certification Program

Taskstream by Watermark User Guide for Clinical Interns

2019-2020 (ver. 1)
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Viewing Your Completed Evaluation................................................................. 12

CONTACT INFORMATION:

Taskstream Support
Telephone: (800) 311-5656
Email: support@watermarkinsights.com (preferred)

Ramapo College Teacher Education
Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator
Telephone: (201) 684-7319
Email: arestai2@ramapo.edu
Accessing Your Clinical Practice Program Module

1. The very first time you access Taskstream, please do so through the link provided in the automated email sent to your Ramapo email account from notification@taskstream.com. You will likely receive this email near or on the day of in-person training. Please follow the link provided in the automated email to reset your password.

If you did not receive an automated email from notification@taskstream.com, please check your Spam folder. If you still cannot locate this automated email, or the email link has expired, you can reset your password from the Taskstream log in home page: login.taskstream.com. Click on the Forgot Login? link beneath the blue Sign In button. On the next page that opens, provide your last name and your Ramapo email address. You will receive an automated email prompting you to reset your password.

It is recommended that your password is the same as your Ramapo email account password so it’s easy to remember. Once you have completed this step, you can skip to step 2 each time you sign in to your Taskstream account.

2. To begin, go to login.taskstream.com and log in to Taskstream using your Ramapo email address and the password you created the very first time you logged in. (Please bookmark login.taskstream.com to your web browser for quick and easy access.)

3. To access your Clinical Practice Program Module, click on the name of the program module from the home page.
4. You will see the **structure of your program module** in the left frame.

5. **Click on the appropriate observation or evaluation that requires completion.** The content of the chosen requirement section will be displayed in the right frame area. You can view the directions for the requirement by clicking on **Directions**. If you would like
to view the rubric being used to evaluate your work for the requirement, click on Evaluation Method and View Rubric.

6. When you are ready to upload the required work detailed in the directions (i.e., a lesson plan or a reflection), click on the Attachments button located within the Add
toolbar at the top of the main frame area.

Adding Attachments

1. Within the Add New Attachment box, select the first Select File option: Upload from Computer.
2. Select a file saved on your computer by selecting the +Add Files button to browse.

3. Click on the Upload and Close button once you have selected the correct file. You may add more than one attachment, if needed.
4. **When you are done adding attachments**, click on the **Save and Return** button to go back to the main frame area.

---

### Submitting the Requirement to Your Evaluator

1. A notification box will pop up asking you if you are ready to submit your work. Click on the **OK** button to close this message and proceed.
2. Click on the **Submit Work** button from the top right of the Work tab. There is a yellow moving box to the left of the Submit Work button prompting you to do so.

3. Another notification box will pop up asking you to **select an evaluator for your work**. 
   *Carefully select the appropriate evaluator* listed in the left column – either yourself (only if completing a CCI self-evaluation) or your clinical supervisor or your cooperating teacher – and click on the **Submit for Evaluation** button on the top or bottom of the window.
4. Another notification box will pop up informing you that you have **successfully submitted your work**. Please feel free to add comments for your evaluator, if necessary. Next, you may either click on the **Skip Sending Comments** button or the **Send Comments** button.

5. A final notification box will pop up **confirming that you have successfully submitted your work**. You may print this confirmation for your records and/or close the window.
6. From the Scores/Results tab, you will see the status of your work in the Status column. In the Actions column, you can cancel submissions and resubmit work up until the time your evaluator scores your work. Once the evaluator has scored your work, you will be able to view your scores in the Results column from this Scores/Results tab.
**Viewing Your Completed Evaluation**

1. **Once your evaluator has completed scoring your work**, you will receive an email notification prompting you to review your completed evaluation.

2. **Log in to your Taskstream account** ([login.taskstream.com](http://login.taskstream.com)) using your Ramapo email address and the password you created the very first time you logged in.

3. **To access your completed evaluation**, first click on the **Clinical Practice** Program Module from the home page.

4. Next, select the **Scores/Results** tab from the top right of your main program work area.
5. Find the scored work you would like to view and click on the **Score/Results Report** button.

6. Scroll through the completed evaluation report/rubric to view your scores.
This is the end of the Taskstream User Guide for Clinical Interns.
Appendix L:

Ramapo College of New Jersey
Teacher Education & Certification Program

Taskstream by Watermark User Guide for Evaluators:
Clinical Supervisors and Cooperating Teachers

2019-2020 (ver. 1)
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CONTACT INFORMATION:

Taskstream Support
Telephone: (800) 311-5656
Email: support@watermarkinsights.com (preferred)

Ramapo College Teacher Education
Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator
Telephone: (201) 684-7319
Email: arestai2@ramapo.edu
Accessing the Clinical Practice Program Module

1. **The very first time you sign in to Taskstream**, please do so through the link provided in the automated email sent to your Ramapo or school district email account from notification@taskstream.com. You will likely receive this email near or on the day of in-person training. Please follow the link provided in the automated email to reset your password.

   If you did not receive an automated email from notification@taskstream.com, please check your Spam folder. If you still cannot locate this automated email, or the email link has expired, you can reset your password from the Taskstream log in home page: login.taskstream.com. Click on the **Forgot Login?** link beneath the blue Sign In button. On the next page that opens, provide your last name and your Ramapo or school district email address. You will receive an automated email prompting you to reset your password.

   **It is recommended that your password is the same as your Ramapo or school district email account password** so it’s easy to remember. Once you have completed this step, you can skip to step 2 each time you sign in to your Taskstream account.

2. **To begin**, go to login.taskstream.com and log in to Taskstream using your Ramapo or school district email address and the password you created the very first time you logged in. (Please bookmark login.taskstream.com to your web browser for quick and easy access.)
3. If you are a clinical intern completing a self-evaluation, you must click on the Evaluator tab before you can access your self-evaluation.

4. Once logged in to Taskstream, your home page should look similar to the image below.
Locating Work That Requires Evaluation

1. Click on the Evaluation Required button in the All Items area to view your clinical intern’s work (i.e., lesson plans and/or reflections) that corresponds to the specific lesson or overall performance you are evaluating.

Please Note: Clinical interns must submit lesson plans and reflections that correspond to their specific observations and evaluations through their own Taskstream accounts. This must occur before you can evaluate their performance using the Observation & Conference Report rubric or the Clinical Competency Inventory rubric. If the Evaluation Required button is not highlighted in blue and does not have a number to the right of it, your clinical intern has not submitted the required lesson plan/s and/or reflection/s. You cannot proceed with completing your observation and/or evaluation rubric until your intern submits the required work product.

2. After clicking on the Evaluation Required button on your home page, a new screen will appear that requires you to select the Clinical Practice Program Module as the program associated with the evaluation. Click on the box to the left of the program name located on the bottom left-side of the page, then click on the blue Continue button located on the bottom right-side of the page.
3. Once you have selected the Clinical Practice Program Module and clicked on the Continue button, a new screen will appear that **displays all items requiring evaluation for clinical interns who have submitted work products** (i.e., lesson plans or reflections) to you through Taskstream. These work products correspond to interns’ specific observations and evaluations. The list is sorted by oldest submission to newest submission. You will see the date in which the intern submitted the corresponding work product, the intern’s (“author’s”) name and email address, the status of the submission, the category of the work product, and the name of the requirement and program module. *(Please note that Taskstream refers to students/clinical interns as “Authors.”)*
Evaluating Work (Performance)

1. When you are ready to complete an observation and/or evaluation rubric, you can access the rubric by clicking on the yellow Evaluate button in the Status column that corresponds to the intern (“author”) and requirement you are looking to evaluate.

2. Once you have clicked on the Evaluate button, a new screen will appear that allows you to see the directions provided to the intern (“author”), the evaluation method (rubric) that will be used to evaluate the intern’s performance, and the work product (file attachments) the intern has submitted for your review (i.e., lesson plan or reflection) that corresponds to their observation or evaluation.
3. To access the evaluation rubric (Observation & Conference Report or Clinical Competency Inventory), click on the blue **Score Work** button on the top left frame of the screen.

4. A new screen will appear with the heading: **Evaluate/Score Work**. This screen contains the electronic version of the O&C or CCI. Enlarge this screen by clicking on the **Maximize** icon on the top right (in between the Minimize icon and the Close icon) before you begin your evaluation.
Using a Rubric in Taskstream

1. For each rubric criterion, evaluators can select a rating by hovering over the appropriate performance level and clicking on the highlighted area.

2. Below each rubric criterion, evaluators can leave a comment, specifically for very low or very high ratings. Please save each comment as you move through the rubric by clicking on the purple Save Draft button to the left of the Comments box.
3. After you have scrolled through the entire rubric to select the appropriate rating for each criterion and type comments, as needed, select the last option at the bottom of the screen: **Record as final and release evaluation to author now**. Below this option, make sure the **Send external email notification** box is checked off so the intern receives an email notification alerting them to view their completed evaluation. Lastly, click on the blue **Submit Evaluation Now** button on the bottom right of the screen. You have successfully submitted your intern’s evaluation!

4. Once you have completed all pending Observation & Conference Reports and/or Clinical Competency Inventories, your **All Items Requiring Evaluation** page will be blank. You may **return to the home page** to begin the process of viewing previously completed evaluations by clicking on the **Taskstream icon** on the top left of the current page and following the instructions below. Or, you may simply **log out** and exit the program. You can log back in to Taskstream to complete the evaluation process again, as needed.
Accessing Previously Evaluated Work (Performance)

1. You can access previously evaluated work (performance) at any time. Once you are logged in to your Taskstream account and arrive at your home page, click on the Clinical Practice Program Module title.

2. Once you have clicked on the Clinical Practice Program Module title, a new screen will appear that allows you to either:

   2.1 - Search for a specific student whose work (performance) you’ve already evaluated by typing their first and/or last name in the search box located at the top and clicking on the blue Search button;

   OR
2.2 - **Search for all of the students** whose work (performance) you’ve already evaluated by selecting the “**All individuals (do not filter)***” option under the “Select DRF Authors to display” section on the left side/center of the screen. If the evaluation took place more than 6 months ago, select the “**Any Time Period**” option under the “Select Time Slicing Options” section on the left side/bottom of the screen. Finally, click on the blue **Continue** button on the bottom right side of your screen.

3. Once you have searched for either a specific student or all of the students whose evaluations you’ve previously completed, a new screen will appear that displays an **Evaluation Grid**. You can access previously completed evaluations by clicking on the blue **View/Edit** link located beneath the completed evaluation. The Evaluation Grid is organized by students’ names in the far left column (white background), and by observation and evaluation titles in the top row (purple background).
4. If you only searched for a specific student and would like to go back to search for another student, you may click the Back to Search button on the top left of the Evaluation Grid screen and repeat steps 2.1 and 3 above. Once you are done viewing all of the previously completed evaluations you wish to see, you may exit Taskstream. You can log back in to Taskstream to evaluate work (performance) and/or view previously completed evaluations at any time by following the aforementioned steps.

This is the end of the Taskstream User Guide for Evaluators.
Appendix M:

Fieldwork/Clinical Experience Professional Dress Guidelines

The best way to describe fieldwork attire is "Business Casual." In a K-12 setting, you will need to
dress in a way that encourages children, administrators, and peers to see you as a professional
educator. Proper attire helps children and their parents to perceive you as a mature role model.

1. What should I wear for fieldwork in all of my teacher education courses?

Dressing appropriately and professionally is expected. Dress for the teaching position that you
hope to obtain.

**Female** teaching staff members may wear knee-length dresses, skirts, or pants suits,
dress trousers (no jeans), blouses, or sweaters.

**Male** teaching staff members may wear suits, dress trousers (no jeans), dress shirts
(ties strongly encouraged) with a jacket, or sweaters. Shirts should be tucked in.

Further, some districts have specific dress policies for teachers. It is important to make sure that
you research whether your district/school has one. For example, some place restrictions on
sandals without backs. Also, look around and see what other professionals are wearing.

2. What are some further considerations for selecting professional attire?

A professional appearance helps others to see you as a future teacher as you begin to craft
your own identity as an educator. In general, clothing should be modest and conservative.

Additional helpful hints: No tee shirts, jeans, flip flops, slides, open-toed shoes, sneakers,
sweatshirts or sweatpants, exercise clothing, athletic attire, shorts, leggings, caps, sunglasses,
sleeveless shirts, spaghetti strap tops or midriff-baring tops. In addition, apparel should not be
stained, sloppy, sheer, brief, low cut, very short or very tight.

In order to minimize the necessity of an extensive wardrobe, consider khakis or black pants,
which can be paired with a variety of tops.

Women can wear a camisole top under a variety of blouses, as needed.

3. Are body piercings and tattoos part of the dress code policy?

It is your responsibility to assess the appropriateness within the fieldwork/clinical setting with regards
to any tattoos and/or body piercings and determine if they need to be covered or removed while in the
school/district.
Appendix N:

Part A: Lesson Plan Template

Directions: Complete the lesson plan template by typing your responses within the provided brackets following each prompt. Your lesson plan should not exceed 4 single-spaced pages including prompts. The text in parentheses and italics is here to guide your responses; delete the italicized text as you fill in your own responses. Answer ALL parts of EACH prompt completely and explicitly.

Your Name: [   ] Date of Lesson: [   ]
School: [   ] Number of Students: [   ]
Grade Level: [   ] Subject Area: [   ]
Course Title (if applicable): [   ] Lesson Topic: [   ]

Time Allocated: From [   ] To [   ]
Unit and/or Lesson Segment: [   ]
(Identify the unit or lesson segment this lesson is a part of.)

A. Purpose/Central Focus of Lesson: [   ]
(State the big idea or focus question of this lesson in a sentence or two.)

B. Student Learning Objectives: [   ]
(How will your students demonstrate what they have learned or are able to do as a result of this lesson? Number and list all of your student objectives. After each objective, place in parentheses the standard number that it addresses. Use observable verbs and focus on what your students will be able to do and not on what you as the teacher will do. Whenever possible, include the conditions (or givens) and criteria for acceptability.)

Examples of Student Objectives:

Elementary Lesson: After reading a children’s book (condition), students will be able to write their own story (behavior) showing a beginning, middle, and end (criteria).

Middle School Lesson: After reading two short stories (condition), students will be able to compare and contrast the stories (behavior), including how the plot, setting, characters, and main events are alike and how they differ (criteria) by designing a graphic organizer.

Secondary Lesson: Given four primary source documents discussing a historical event (condition), students will be able to demonstrate their knowledge of the event (behavior) by summarizing key concepts and providing supporting details in a short essay (criteria).

C. Learning Standards: [   ]
(Number and list all of the New Jersey Student Learning Standards or other applicable standards. Write each out in full.)
D. Instructional Materials: [ ]
(List in chronological order all materials that you and your students will need for this lesson, including writing utensils, paper type, highlighters, scissors, glue, books, handouts, whiteboards, computers, videos, other technology, etc. If possible, attach a blank/clean copy of each material to your lesson plan in the order in which they are used and referenced in the “Procedures” section below. Title and reference each material throughout the lesson plan by name and number (e.g., “Persuasive Argument Graphic Organizer, Attachment 1,” “Persuasive Argument Essay Template, Attachment 2,” etc.). Additionally, using either standard APA, MLA, or Chicago/Turabian format (dependent upon your content area), cite all print and online materials that you used for this lesson right under each of the materials listed, if applicable.)

E. Procedures: [ ]
(This is the main part of your lesson plan. As you plan your Procedures, think about how you will actively engage your students, encourage student-student interaction, and meet their individual needs as well as differences in learning styles. What exactly will you do and have your students do during this lesson period? Include the key (or essential) questions that you will ask, making sure to provide a variety of levels of critical thinking within Bloom’s Taxonomy. These questions should be written either to the right of or below the appropriate step of your Procedures. Do not create a separate list of questions. Also think about which of Gardner’s Multiple Intelligences will be touched upon through your planned activities. Your Procedures section should be brief but detailed enough for another teacher to present this lesson.)

(Number and list each step of your Procedures and the development of the lesson. After each step, write the amount of time needed. Your lesson should generally follow the steps outlined below.)

1. Motivation / Hook / Anticipatory Set: [ ]
   (Write exactly what you will say or do to fire your students’ interest and lead into your lesson.)

2. Activation of Prior Knowledge: [ ]
   (State how will you set a purpose for learning and help students access prior knowledge.)

3. Delivery of Lesson Content: [ ]
   (Describe how you will deliver the content of the lesson. Be sure to rely on more than lecturing. Use visual images, real-life examples, strong questioning techniques, and mini-activities to engage students in the content.)

4. Guided or Individual Practice: [ ]
   (What kinds of activities will help students strengthen and deepen their knowledge of the content introduced in the lesson?)

5. Closure: [ ]
   (This is the last step of your Procedures. What will you say or do or have your students say or do to summarize/reinforce the important points and provide a clear closure to the lesson?)
F. **Assessments:** [ ]

(Indicate how you will assess whether your students met your student objectives for this lesson. **Number and list** an assessment for each student objective written at the beginning of this lesson plan. Remember that assessments can be **summative** or **formative**. For summative/formal assessments, provide any rubrics, checklists, quizzes, or other assessment tools. For formative/informal assessments, what will you observe that will indicate that students are on track and meeting the student objectives? Remember to indicate what the criteria for acceptability are for each assessment. What is the teacher looking for in order to determine whether students are meeting the objectives? What criteria must the students meet at a minimum to satisfy this point?)
### Part B: Supplemental Lesson Plan Elements

**A. Differentiation:**

(Explain how you will differentiate and support each of the diverse learners you identified in your classroom—i.e., English language learners, more advanced or gifted students, as well as struggling readers, visual learners, and others. Identify concrete differentiation strategies that you will incorporate for each specific student.)

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how you will differentiate instruction for these students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggling Readers and/or Underperforming Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced and/or Gifted Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Different Learning Styles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Accommodations (if applicable):**

(Explain how you will accommodate and support the needs of learners you identified in your classroom—i.e., students with IEPs or 504 Plans. Identify concrete accommodations that you will make for each specific student.)

<table>
<thead>
<tr>
<th>Category</th>
<th># of Students</th>
<th>Identify how you will accommodate instruction for these students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with 504 Plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Extension:**

(Describe how you could extend this lesson if time permits. What specific extension activities could students do to continue practicing and building meaning?)

**D. Technology:**

(Explain how you will use technology to support and advance student learning.)

**E. Language Demands & Supports:**

(What language will students be expected to utilize when illustrating their understanding? Identify each of the following for this lesson and explain how you have planned to support your students with understanding and applying the following language demands.)
i. **Language Function:** [   ]
   (Language function means the **verb** used in the student learning objectives, such as identify, analyze, summarize, define, explain, conclude, justify, compare, sort, etc.)

ii. **Key Vocabulary:** [   ]

iii. **Syntax and/or Discourse** *(at least one)*: [   ]
   *(Syntax means the rules for organizing words or symbols together into phrases, clauses, sentences, and/or such visual representations as graphs and tables. Discourse means how members of a discipline talk, write, and participate in knowledge construction using the structures of written and oral language. Examples include constructing arguments, interpreting graphic representations, and analyzing poetry or primary sources.)*

F. **Prior Academic Learning and Prerequisite Skills:** [   ]
   *(Describe the prior knowledge that students will need to use and build upon to be successful in this lesson.)*

G. **Learning Theories:** [   ]
   *(Describe specific research and learning theories that guided your instructional choices. Clearly explain how each is applicable to your lesson.)*

H. **Culturally Responsive Teaching:** [   ]
   *(Explain how your lesson reflects culturally responsive teaching and how you will recognize the importance of including students’ personal, cultural, and community assets in all aspects of learning.)*
**Part C: Post-Lesson Elements**

**A. Follow-up / Data-driven Instruction:**
(Briefly explain how you have collected and analyzed data to advance student learning. When possible, include data charts showing individual student performance and discuss patterns, trends, consistencies, inconsistencies, etc. Describe your plans for your next lesson and how it will build upon and grow from this lesson. How will you support individuals and groups of learners, such as low-, average-, and high-performing students, to improve or enhance their learning relative to the learning strategies and related skills of this lesson? Justify next steps with student performance data.)

**B. Feedback:**
(Explain what type of feedback you have or will you provide your students. How have/will you address both strengths and needs related to the learning objectives? How have/will you support your students to understand and use your feedback?)

**C. Post-lesson Reflection:**
(How do you feel your lesson went? In your opinion, what went well and what didn’t go as well? Why? If you were to teach this lesson again, what changes would you make and why?)
Appendix O:

Clinical Practice Checklist for Clinical Interns

Please note that this checklist is to serve as a general guide for the clinical intern, cooperating teacher, and clinical supervisor. All parties should use their collective discretion to modify activities as a result of the intern's readiness, scheduling conflicts, and extenuating circumstances. Before any major deviations from the recommended activity schedule occur, please contact the Director of Clinical Experiences for further guidance.

Clinical Practice I (Part-time Student Teaching Semester; CP1)

Late August through September

______ With your cooperating teacher, establish the best means of communication, as well as a regular schedule for two full school days per week of Clinical Practice; record days you complete Clinical Practice each week in your own calendar
______ Abide by Ramapo College's Academic Calendar; communicate the demands of your course schedule/work throughout the semester, as needed
______ Attend new teacher orientation and all possible back-to-school events, workshops, and in-service days that are required of new teachers and/or your cooperating teacher
______ Assist your cooperating teacher with setting up their classroom and any other back-to-school preparations necessary; tour your school building and introduce yourself to teachers, staff, and administrators
______ Read your assigned school district's student and teacher handbooks, policy manuals, website, newsletters, etc.
______ Obtain copies of curriculum guides, textbooks, and other resources your cooperating teacher and students utilize
______ Attend all on-campus Clinical Practice- and edTPA-related orientations and workshops throughout the semester; communicate these dates to your cooperating teacher as far in advance as possible and provide friendly reminders, as necessary
______ Complete a pre-assessment/self-evaluation through the Taskstream platform using the Clinical Competency Inventory (CCI); this should guide your expectations, goals, and progress throughout Clinical Practice
______ Observe all classes taught by your cooperating teacher and assist with simple tasks, as directed; observe other teachers in the building, when possible
______ Schedule your clinical supervisor's first formal observation to take place in October
______ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences

October

______ Continue to observe your cooperating teacher
______ Assist with attendance, grading, making copies, etc.
 Work with small groups or individual students who require assistance or enrichment

Study your cooperating teacher’s unit plans and daily lesson plans

Begin to teach mini-lessons followed by critiques from your cooperating teacher

Prepare lesson plans for upcoming lessons and observation; lessons formally observed by your clinical supervisor and/or cooperating teacher require a lesson plan; submit these lesson plans through the Taskstream platform

Where applicable, assume responsibility of some daily activities, such as opening exercises, dismissal, etc.

Begin to lay the groundwork for the edTPA portfolio and communicate to your cooperating teacher what this entails each step of the way

Complete your first formal observation by your clinical supervisor and submit this lesson plan through the Taskstream platform; establish dates for your second and third/final formal observations of Clinical Practice I

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences

November

Continue to observe and assist your cooperating teacher, as directed

Continue to work with small groups and individual students

Continue to study your cooperating teacher’s unit plans and daily lesson plans

Continue to teach mini-lessons and implement your cooperating teacher’s and clinical supervisor’s feedback

Continue to prepare lesson plans for upcoming lessons and observations

Complete the Task 1 “Context for Learning” template and all of Task 4, if Elementary Ed., of your edTPA portfolio

Complete your second and third formal observations by your clinical supervisor and first formal observation by your cooperating teacher; submit these lesson plans through the Taskstream platform

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences

Early to mid-December

Complete your third formal observation by your clinical supervisor (if not already completed)

Ensure that you have completed a minimum of 21 full school days of Clinical Practice by the end of the second week of December; make arrangements with your cooperating teacher to attend more days, if needed

With your cooperating teacher and clinical supervisor, establish goals and expectations for Clinical Practice II; while doing so, consider your performance throughout CP1, as well as your CCI pre-assessment/self-evaluation

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences

Clinical Practice II (Full-time Student Teaching Semester; CP2)

January
Abide by your school district’s calendar as if you were an employee of the school district; record days you complete Clinical Practice each week in your calendar.

Attend all on-campus Clinical Practice- and edTPA-related orientations and workshops throughout the semester; communicate these dates to your cooperating teacher as far in advance as possible and provide friendly reminders, as necessary.

Continue to observe your cooperating teacher and assist with classroom routines.

Work with small groups or individual students who require assistance or enrichment.

Study your cooperating teacher’s unit plans and daily lesson plans.

Teach mini-lessons followed by critiques from your cooperating teacher; implement feedback in future lessons.

Prepare lesson plans for upcoming lessons and observations; lessons formally observed by your clinical supervisor and/or cooperating teacher require a lesson plan; submit these lesson plans through the Taskstream platform.

Complete Task 1 of your edTPA portfolio; see the edTPA Guidelines/Checklist for Success found in the Google Drive Resource Folder for RCNJ TE Students.

Complete your first formal observation by your clinical supervisor and first formal observation by your cooperating teacher; submit this lesson plan through the Taskstream platform.

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences.

February

Accept a few responsibilities related to class activities and progress to teacher one (1) to two (2) classes/subject areas.

Participate in regular conferences with your cooperating teacher and clinical supervisor regarding teaching techniques, classroom management, content knowledge, etc.; address questions and concerns on a weekly basis.

Complete Task 2 of your edTPA portfolio; see the edTPA Guidelines/Checklist for Success found in the Google Drive Resource Folder for RCNJ TE Students.

Complete your second and third formal observations by your clinical supervisor and first formal observation by your cooperating teacher (if not already completed); submit these lesson plans through the Taskstream platform.

Your clinical supervisor and cooperating teacher will complete and submit your formative evaluations (midpoint CCIs) and hold a conference with you in mid-/late-February.

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences.

March

Accept many responsibilities related to class activities and progress to teaching two (2) to three (3) classes/subject areas.

Participate in regular conferences with your cooperating teacher and clinical supervisor regarding teaching techniques, classroom management, content knowledge, etc.; address questions and concerns on a weekly basis.

Complete Task 3 of your edTPA portfolio and officially submit your entire portfolio; see the edTPA Guidelines/Checklist for Success found in the Google Drive Resource Folder for RCNJ TE Students.
________ Complete your fourth and fifth observations by your clinical supervisor and second formal observation by your cooperating teacher; submit these lesson plans through the Taskstream platform
________ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences

April to early May
________ Accept most responsibilities related to class activities and progress to teaching three (3) to four (4) classes/subject areas
________ Participate in regular conferences with your cooperating teacher and clinical supervisor regarding performance, progress, and implementation of feedback
________ Complete your sixth/final observation by your clinical supervisor and second formal observation by your cooperating teacher (if not already completed); submit this lesson plan through the Taskstream platform
________ Ensure that you have completed a minimum of 60 full schools days of Clinical Practice by the last day of April/first few days of May; make arrangements with your cooperating teacher to attend more days, if needed
________ Gradually start returning responsibilities back to your cooperating teacher
________ During your final two weeks of Clinical Practice, observe other classes and teachers, as possible, and return all school materials
________ Complete a post-assessment/self-evaluation through the Taskstream platform using the Clinical Competency Inventory (CCI); this should guide your goals for your first year of teaching
________ Your clinical supervisor and cooperating teacher will complete and submit your summative evaluations (final CCIs) and hold a conference with you in late April/early May
________ With your cooperating teacher and clinical supervisor, establish goals for your first year of teaching; while doing so, consider your performance throughout Clinical Practice, as well as all of your CCI evaluations
________ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Director of Clinical Experiences
________ Complete the TE Exit Survey emailed to you eliciting feedback on your overall TE program experience
________ Complete the edTPA resubmission process, if necessary

All questions and concerns related to Clinical Practice: Dr. Rich Russo, Director of Clinical Experiences: (201) 684-7899 / rrusso@ramapo.edu; Ms. Jessica Drukker, Program Assistant for Teacher Education & Clinical Experiences: (201) 684-7050 / jdrukker@ramapo.edu
All questions and concerns related to the Observation & Conference Report, Clinical Competency Inventory, edTPA, and Taskstream: Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator: (201) 684-7319 / arestai2@ramapo.edu
Appendix P:

Clinical Practice Checklist for Clinical Supervisors

Please note that this checklist is to serve as a general guide for the clinical intern, cooperating teacher, and clinical supervisor. All parties should use their collective discretion to modify activities as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances. Before any major deviations from the recommended activity schedule occur, please contact the Director of Clinical Experiences for further guidance.

Clinical Practice I (Part-time Student Teaching Semester; CP1)

September
______ Establish the best means of communication between you, your clinical intern, and the cooperating teacher
______ If you were unable to attend Clinical Practice Orientation, please watch the two training videos designed for this purpose
______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month (please note that this is a recommended activity schedule to help guide all parties; minor deviations may occur as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances)
______ Throughout Clinical Practice, check in with your clinical intern and their cooperating teacher on a bi-weekly basis, at minimum, to discuss goals, progress, questions, concerns, and any support needed
______ Schedule your first formal observation of your clinical intern to take place within the month of October
______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

October
______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month
______ Conduct your first formal observation of your clinical intern and hold a post-observation conference with the clinical intern and their cooperating teacher, if possible; document your observation and feedback using the Observation & Conference Report (O&C)
______ Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observation one (1)
______ Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform
______ Establish dates for your second and third/final formal observations of Clinical Practice I; coordinate a co-observation with the cooperating teacher, if possible
______ Inquire as to the status of your intern’s edTPA portfolio preparations
______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9
November
_______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is
engaging in the appropriate activities for the month
_______ Conduct your second and third formal observations of your clinical intern and hold post-
observation conferences with the clinical intern and their cooperating teacher, if possible; document your observations and feedback using the Observation & Conference Report (O&C)
_______ The cooperating teacher should conduct their first formal observation of the clinical intern during your second or third observations, if possible
_______ Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observations two (2) and three (3)
_______ Review the cooperating teacher’s feedback from their first formal observation
_______ Complete and submit your Observation & Conference Reports (O&Cs) through the Taskstream assessment management platform
_______ Inquire as to the status of your intern’s edTPA portfolio preparations to determine if additional supports are necessary
_______ Confirm with your clinical intern and their cooperating teacher that the intern is on track to complete a minimum of 21 full school days of Clinical Practice by the end of the second week of December; if your intern is not on track to meet the minimum requirement, ensure a plan is in place to fulfill the requirement prior to the December holiday break
_______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

Early to mid-December
_______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is
engaging in the appropriate activities for the month
_______ If not already completed, conduct your third formal observation of your clinical intern
and hold a post-observation conference with the clinical intern and their cooperating teacher, if possible; document your observation and feedback using the Observation & Conference Report (O&C)
_______ Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observation three (3)
_______ Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform
_______ Establish goals and expectations for Clinical Practice II with your clinical intern and their cooperating teacher
_______ Inquire as to the status of your intern’s edTPA portfolio preparations to determine if additional supports are necessary
_______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

Clinical Practice II (Full-time Student Teaching Semester, CP2)

January
Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month (please note that this is a recommended activity schedule to help guide all parties; minor deviations may occur as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances).

Throughout Clinical Practice, check in with your clinical intern and their cooperating teacher on a bi-weekly basis, at minimum, to discuss progress, questions, concerns, and any support needed.

Conduct your first formal observation of your clinical intern and hold a post-observation conference with the clinical intern and their cooperating teacher, if possible; document your observation and feedback using the Observation & Conference Report (O&C).

The cooperating teacher should conduct their first formal observation of the clinical intern during your first or second observation, if possible.

Ensure that your clinical intern and the cooperating teacher have reviewed your feedback from observation one (1).

Review the cooperating teacher’s feedback from their first formal observation.

Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform.

Establish dates for your second and third formal observations.

Inquire as to the status of your intern’s edTPA portfolio (Task 1 should be completed by the end of January).

Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

February

Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month.

Conduct your second and third formal observations of your clinical intern and hold post-observation conferences with the clinical intern and their cooperating teacher, if possible; document your observations and feedback using the Observation & Conference Report (O&C).

The cooperating teacher should complete their first formal observation of the clinical intern if not already completed.

Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observations two (2) and three (3).

Review the cooperating teacher’s feedback from their first formal observation if not already completed.

Immediately after the third observation is completed, you and the cooperating teacher should discuss the intern’s performance, to date, and document separate formative/midpoint evaluations and feedback using the Clinical Competency Inventory (CCI); a joint midpoint evaluation conference with the intern is encouraged, if possible.

Complete and submit your Observation & Conference Reports (O&Cs) and midpoint Clinical Competency Inventory through the Taskstream assessment management platform; these should be submitted between mid- and late February.

Establish dates for your fourth and fifth formal observations.
Inquire as to the status of your intern’s edTPA portfolio (Task 2 must be completed by
the end of February; please note, Task 2 requires the intern to record themself teaching 3-5
consecutive lessons; during this time, the intern may ask that you do not observe them)
Communicate concerns to the Director of Clinical Experiences; formally document
concerns using Ramapo College’s Teacher Education Student Referral Form:
https://tinyurl.com/yyrbhpf9

March
Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is
engaging in the appropriate activities for the month
Conduct your fourth and fifth formal observations of your clinical intern and hold post-
observation conferences with the clinical intern and their cooperating teacher, if possible;
document your observations and feedback using the Observation & Conference Report (O&C)
The cooperating teacher should conduct their second formal observation of the clinical
intern during your fourth or fifth observation, if possible
Ensure that your clinical intern and their cooperating teacher have reviewed your
feedback from observations four (4) and five (5)
Review the cooperating teacher’s feedback from their second formal observation
Complete and submit your Observation & Conference Reports (O&Cs) through the
Taskstream assessment management platform
Establish a date for your sixth/final formal observation
Inquire as to the status of your intern’s edTPA portfolio (Task 3 must be completed by
mid-March; please note, official edTPA submission will take place in late-March)
Communicate concerns to the Director of Clinical Experiences; formally document
contains using Ramapo College’s Teacher Education Student Referral Form:
https://tinyurl.com/yyrbhpf9

April to early May
Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is
engaging in the appropriate activities for the month
Conduct your sixth/final formal observation of your clinical intern and hold a post-
observation conference with the clinical intern and their cooperating teacher, if possible;
document your observation and feedback using the Observation & Conference Report (O&C)
The cooperating teacher should conduct their second formal observation of the clinical
intern if not already completed
Ensure that your clinical intern and their cooperating teacher have reviewed your
feedback from observations four (4) and five (5)
Review the cooperating teacher’s feedback from their second formal observation if not
already completed
Confirm with your clinical intern and their cooperating teacher that the intern is on track
to complete a minimum of 60 full school days of Clinical Practice by the last day of April/first few
days of May; if your intern is not on track to meet the minimum requirement, ensure a plan is in
place to fulfill the requirement prior to the last official day of the semester/graduation
Immediately after the sixth observation is completed, you and the cooperating teacher
should discuss the intern’s overall performance throughout Clinical Practice and document
separate summative/final evaluations and feedback using the Clinical Competency Inventory (CCI); a joint conference is encouraged, if possible

______ With your clinical intern and their cooperating teacher, establish goals and expectations for the intern’s first official year of teaching

______ Inquire as to the pass/fail status of your intern’s edTPA portfolio (if the intern does not meet the cut score established by the NJDOE, they will need to resubmit parts or all of their portfolio; a passing score is required for certification)

______ Complete and submit any remaining Observation & Conference Reports (O&Cs) and the final Clinical Competency Inventory through the Taskstream assessment management platform; all remaining O&Cs and CCIs should be submitted through Taskstream by the end of the first full week of May, if possible

______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

______ Complete the survey emailed to you eliciting feedback on your experience with your clinical intern’s cooperating teacher

Contact Information

All questions and concerns related to Clinical Practice:

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(201) 684-7899 / rrusso@ramapo.edu

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All questions and concerns related to the Observation & Conference Report, Clinical Competency Inventory, edTPA, and Taskstream:

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(201) 684-7319 / arestai2@ramapo.edu
Appendix Q:

Clinical Practice Checklist for Cooperating Teachers

Please note that this checklist is to serve as a general guide for the clinical intern, cooperating teacher, and clinical supervisor. All parties should use their collective discretion to modify activities as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances. Before any major deviations from the recommended activity schedule occur, please contact the Director of Clinical Experiences for further guidance.

Clinical Practice I (Part-time Student Teaching Semester; CP1)

September
______ Establish the best means of communication between you, your clinical intern, and their clinical supervisor
______ If you were unable to attend Clinical Practice Orientation, please watch the two training videos designed for this purpose
______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month (please note that this is a recommended activity schedule to help guide all parties; minor deviations may occur as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances)
______ Include your clinical intern in back-to-school preparations, events, workshops, and in-service days that are required of new and veteran teachers, if possible
______ Provide your clinical intern with a tour your school building and the opportunity to introduce themself to teachers, staff, and administrators
______ Provide your clinical intern with copies of curriculum guides, textbooks, student and faculty handbooks, and any other pertinent resources
______ Throughout Clinical Practice, check in with your clinical intern on a weekly basis, as well as their clinical supervisor on a bi-weekly basis to discuss goals, progress, questions, concerns, and any support needed
______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

October
______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month
______ Review the clinical supervisor’s feedback from your clinical intern’s first formal observation
______ Schedule your first formal observation of your clinical intern to take place at the same time as their clinical supervisor, if possible, within the month of November
______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yyrbhpf9

November
Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month.

Conduct your first (only) formal observation of your clinical intern for CP1 and hold a post-observation conference with the clinical intern (and their clinical supervisor, if possible); document your observation and feedback using the Observation & Conference Report (O&C); a co-observation and conference is encouraged during the clinical supervisor’s second or third observation of CP1, if possible.

Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation one (1).

Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform.

Review the clinical supervisor’s feedback from their second and third formal observations.

Confirm with your clinical intern and their clinical supervisor that the intern is on track to complete a minimum of 21 full school days of Clinical Practice by the end of the second week of December; if your intern is not on track to meet the minimum requirement, ensure a plan is in place to fulfill the requirement prior to the December holiday break.

Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form:

https://tinyurl.com/yyrbhpf9

Early to mid-December

Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month.

Review the clinical supervisor’s feedback from their third formal observation if not already completed.

Establish goals and expectations for Clinical Practice II with your clinical intern and their clinical supervisor.

Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form:

https://tinyurl.com/yyrbhpf9

Clinical Practice II (Full-time Student Teaching Semester; CP2)

January

Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month (please note that this is a recommended activity schedule to help guide all parties; minor deviations may occur as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances).

Throughout Clinical Practice, check in with your clinical intern on a weekly basis, as well as their clinical supervisor on a bi-weekly basis to discuss goals, progress, questions, concerns, and any support needed.

Conduct your first formal observation of your clinical intern for CP2 and hold a post-observation conference with the clinical intern (and their clinical supervisor, if possible); document your observation and feedback using the Observation & Conference Report (O&C); a
co-observation and conference is encouraged during the clinical supervisor’s first or second observation of CP2, if possible

______ Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation one (1)

______ Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform

______ Review the clinical supervisor’s feedback from your clinical intern’s first formal observation of CP2

______ Support your clinical intern with their edTPA portfolio, as appropriate (Task 1 should be completed by the end of January)

______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form:
https://tinyurl.com/yyrbhpf9

**February**

______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month

______ Conduct your first formal observation of your clinical intern for CP2 and hold a post-observation conference with the clinical intern (and their clinical supervisor) if not already completed

______ Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation one (1) if not already completed

______ Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform if not already submitted

______ Review the clinical supervisor’s feedback from their second and third formal observations

______ Immediately after the clinical supervisor’s third observation is completed, you and the supervisor should discuss the intern’s performance, to date, and document separate formative/midpoint evaluations and feedback using the Clinical Competency Inventory (CCI); a joint midpoint evaluation conference with the intern is encouraged, if possible

______ Complete and submit your midpoint Clinical Competency Inventory through the Taskstream assessment management platform; this should be submitted between mid- and late February

______ Support your clinical intern with their edTPA portfolio, as appropriate (Task 2 must be completed by the end of February; please note, Task 2 requires the intern to record themself teaching 3-5 consecutive lessons; during this time, the intern may ask that you do not observe them)

______ Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form:
https://tinyurl.com/yyrbhpf9

**March**

______ Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month
Conduct your second/final formal observation of your clinical intern for CP2 and hold a post-observation conference with the clinical intern (and their clinical supervisor, if possible); document your observation and feedback using the Observation & Conference Report (O&C); a co-observation and conference is encouraged during the clinical supervisor’s fourth or fifth observation of CP2, if possible.

Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation two (2).

Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform.

Review the clinical supervisor’s feedback from their fourth and fifth formal observations.

Support your clinical intern with their edTPA portfolio, as appropriate (Task 3 must be completed by mid-March; please note, official edTPA submission will take place in late-March).

Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form:
https://tinyurl.com/yyrbhpf9

April to early May

Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month.

Complete your second formal observation of your clinical intern for CP2 and hold a post-observation conference with the clinical intern (and their clinical supervisor) if not already completed.

Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation two (2) if not already completed.

Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform if not already submitted.

Review the clinical supervisor’s feedback from their fifth formal observation if not already completed.

Confirm with your clinical intern and their clinical supervisor that the intern is on track to complete a minimum of 60 full school days of Clinical Practice by the last day of April/first few days of May; if your intern is not on track to meet the minimum requirement, ensure a plan is in place to fulfill the requirement prior to the last official day of the semester/graduation.

Immediately after the clinical supervisor’s sixth observation is completed, you and the supervisor should discuss the intern’s overall performance throughout Clinical Practice and document separate summative/final evaluations and feedback using the Clinical Competency Inventory (CCI); a joint final conference with the intern is encouraged, if possible.

With your clinical intern and their clinical supervisor, establish goals and expectations for the intern’s first official year of teaching.

Inquire as to the pass/fail status of your intern’s edTPA portfolio (if the intern does not meet the cut score established by the NJDOE, they will need to resubmit parts or all of their portfolio; a passing score is required for certification).

Complete and submit any remaining Observation & Conference Reports (O&Cs) and the final Clinical Competency Inventory through the Taskstream assessment management platform; all remaining O&Cs and CCIs should be submitted by the end of the first full week of May, if possible.
Communicate concerns to the Director of Clinical Experiences; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: https://tinyurl.com/yvrbhpf9

Complete the survey emailed to you eliciting feedback on your experience with your clinical intern’s supervisor

Contact Information

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