Teacher Education
Clinical Practice Orientation for Clinical Supervisors
Ramapo College of New Jersey
2020-2021
Agenda

● Clinical Practice Overview
  ○ Google Drive Resource Folder
  ○ Year-Long Clinical Practice Model
  ○ Requirements, Guidelines and Roles
  ○ Expectations, Timelines and Activities
  ○ Educative Teacher Performance Assessment (edTPA)

● Spring 2020 Data Deep-Dive
  ○ Teacher Education Exit Survey
  ○ Cooperating Teacher Survey
  ○ Clinical Supervisor Survey
  ○ Final Clinical Competency Inventory

● Clinical Practice Observation and Evaluation Instruments
  ○ Observation & Conference Report and Clinical Competency Inventory
  ○ Scores and Student Referral Form
  ○ Administration and Submission
  ○ Instructions for Calibration Training
  ○ Taskstream Demonstration
CAEP Update

● One of two national accrediting bodies for educator preparation in the U.S.
● Required of all education programs that lead to teacher and administrator certifications in NJ
● Five rigorous standards; each standard comprises a series of subcomponents

- **Submitted Self-Study Report (SSR):** April 16
- **Received Formative Feedback Report (FFR):** June 24
- **Working on Self-Study Report Addendum:** Due September 24
- **Virtual Site Visit Scheduled:** December 6-8
Technology Support

Ramapo IT Help Desk should be your first point of contact for all IT service requests:

Email: helpdesk@ramapo.edu
Telephone: 201-684-7777
Website: https://www.ramapo.edu/its/help-desk/

- Ramapo Gmail Account
  - https://its2.ramapo.edu/its/activation.php

- WebEx
  - https://www.ramapo.edu/idc/instructional-technologies/#webex
  - https://www.ramapo.edu/idc/recorded-training/
Clinical Practice Overview
Google Drive Resource Folder for RCNJ Clinical Supervisors

- **Folders:**
  - Checklists
  - Clinical Competency Inventory
  - Clinical Practice Forms
  - edTPA
  - Lesson Plan Template for Observations
  - Observation & Conference Report
  - Orientations and Trainings
  - Taskstream User Guides
  - TE Program Handbook
NJDOE Terminology for Teacher Education

- Practicum → Clinical Experience
- Student Teaching → Clinical Practice
- Student Teacher → Clinical Intern
- College Supervisor → Clinical Supervisor
- Cooperating Teacher - no change
Clinical Practice Year-Long Model

● **Clinical Practice I** (CP1): first semester of Clinical Practice
  ○ Part-time; 2 days/week
  ○ 22 school days *minimum*
  ○ **Timeframe**: Late August/early September through second week of December
    ■ **August 31 - December 11, 2020**
      ○ Can start earlier if attending district PD and end as late as December 18 if additional days are needed

● **Clinical Practice II** (CP2): second semester of Clinical Practice
  ○ Same setting as CP1, if possible
  ○ **Full-time; 5 days/week**
  ○ 60 school days *minimum*
  ○ **Timeframe**: New year through last week of April/first week of May
    ■ **January 4 - April 30, 2021**
      ○ Can end as late as May 11 if additional days are needed
Clinical Practice Requirements for Interns

- Clinical Practice I: Ramapo College’s academic calendar
- Clinical Practice II: school district’s calendar
- Professional dress, behavior, attitude; cleanup social media!
- Hours serving as a substitute teacher do not count toward the clinical internship
- Maximum of three (3) excused absences during CP2
- Communication with parents should only occur with or under the direction/supervision of the cooperating teacher and/or school building administrators
- K-12 students’ grades, school/medical records, legal documents, accommodation plans, etc. are strictly confidential; breaking confidentiality will result in termination of the internship
- Failure to adhere to Ramapo College’s student policies, TE clinical practice policies/handbook, and/or the school district’s policies for faculty/staff may result in termination of the internship
Clinical Practice Guidance for Cooperating Teachers

- Three years certified teaching experience; at least one year in current school district
- Rating of “effective” or “highly effective” on most recent summative eval.
- If the teacher will be absent for more than one (1) week, the Assistant Dean of Teacher Education must be notified
- If at any time the cooperating teacher and/or clinical supervisor feel that the intern is not meeting expectations or requirements, a Student Referral Form must be submitted and the Assistant Dean of Teacher Education should be contacted as soon as possible: https://tinyurl.com/yyrbhpf9
Role of the Cooperating Teacher

- **Orients** intern to the school
- Includes intern in all grade-level, district, and special education meetings, PD opportunities, and parent-student-teacher conferences
- Provides models for successful classroom management (in-person and online)
- Guides intern in lesson planning, instruction, and assessment
- Assists intern in learning about the special needs of their students and services provided
- **Models** highly effective teaching while allowing intern to only assume responsibilities for which they are prepared
- Directs intern to curriculum guides, instructional materials, and online tools/resources
- Acquaints intern with the mechanics of classroom routines, including *how* and *why* routines were established
- Monitors intern’s progress and provides clear instructions, expectations, scaffolding, constructive feedback, and encouragement
- **Evaluates** intern and engages in post-observation and evaluation conferences
Role of the Clinical Supervisor

- Serves as a **liaison** between the intern, cooperating teacher, and College
- **Confers** with cooperating teacher regarding progress of intern (**bi-weekly**)
- **Advises** intern regarding intern’s roles and responsibilities (**weekly**)
- Offers ongoing **guidance and assistance** to all parties
- **Observes and documents** intern’s progress in developing expected competencies
- Holds **post-observation, midpoint** and **final conferences** with intern and cooperating teacher
Clinical Practice Checklists

- Three (3) separate checklists for clinical interns, clinical supervisors, and cooperating teachers

- Clarify expectations and timeline of expected activities

- General guide; can modify activities as a result of the intern’s readiness, scheduling conflicts, and extenuating circumstances; flexibility
Clinical Practice I Expectations

● Clinical Intern:
  ○ Becomes **acclimated** in their clinical setting
  ○ **Gradually** assumes responsibilities
  ○ Teaches a **minimum of three (3) planned lessons**
  ○ Begins **edTPA portfolio** according to guidelines provided during edTPA Support Sessions
  ○ Completes all **coursework**

● Clinical Supervisor:
  ○ Formally documents **two (2) observed lessons** and holds corresponding **post-observation conferences**
  ○ Provides intern with **weekly** guidance and support
  ○ Communicates with cooperating teacher on a **bi-weekly** basis

● Cooperating Teacher:
  ○ Formally documents **one (1) observed lesson** and holds corresponding **post-observation conference**
  ○ Provides intern with **daily** guidance and support
  ○ Communicates with clinical supervisor on a **bi-weekly** basis
## Clinical Practice I: **Recommended** Activity Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Intern Activities (In-Person and/or Virtual)</th>
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</thead>
</table>
| **September** | • Assist with classroom setup (in-person and/or virtual)  
• Attend new teacher orientation and back-to-school meetings and events  
• Tour building and introduce yourself to teachers, staff, administrators, if possible  
• Read student and teacher handbooks, policy manuals, etc.  
• Obtain copies of/online access to curriculum guides, textbooks, and other resources (i.e., district’s learning management system)  
• Observe classes taught by cooperating teacher  |
| **October** | • Continue to observe cooperating teacher  
• Assist with attendance, grading, creation of instructional materials, etc.  
• Work with small groups or individual students who require remediation and/or enrichment  
• Study cooperating teacher’s unit plans and daily lesson plans  
• Begin to teach mini-lessons followed by critiques from cooperating teacher  
• Prepare lesson plans for upcoming observations  
• Where applicable, assume responsibility of some daily activities, such as opening and closing exercises, etc.  
• **Begin to lay the groundwork for the edTPA portfolio**  
• **First CP1 observation by supervisor**  |
| **November** | Continue to:  
• Observe and assist cooperating teacher as directed  
• Work with small groups and individual students  
• Study cooperating teacher’s unit plans and daily lesson plans  
• Teach mini-lessons and implement feedback from cooperating teacher  
• Prepare lesson plans for upcoming observations  
• **Complete “Context for Learning” and Task 4 (Elementary Ed.) of edTPA portfolio**  
• **Second CP1 observation by supervisor and first formal CP1 observation by cooperating teacher**  |
| **December** | Same as above.  
• **Second CP1 observation by supervisor** if not already completed  
• Establish goals and expectations for CP2 |
Clinical Practice II Expectations

● **Clinical Intern:**
  ○ Returns to the same classroom as CP1, if possible
  ○ *Gradually* assumes more responsibilities
  ○ Teaches *nearly all* subject areas or periods/sections *except* AP by final month
  ○ Completes *edTPA portfolio*

● **Clinical Supervisor:**
  ○ Formally documents *six (6) observed lessons* and holds corresponding *post-observation conferences*
  ○ Provides intern with *weekly* guidance and support
  ○ Communicates with cooperating teacher on a *bi-weekly* basis
  ○ Completes *midpoint* and *final evaluations* and *conferences*

● **Cooperating Teacher:**
  ○ Formally documents *one (1) observed lesson* and holds corresponding *post-observation conference*
  ○ Provides intern with *daily* guidance and support
  ○ Communicates with clinical supervisor on a *bi-weekly* basis
  ○ Completes *midpoint* and *final evaluations* and *conferences*
Clinical Practice II: *Recommended* Activity Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Intern Activities (In-Person and/or Virtual)</th>
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<tbody>
<tr>
<td>January</td>
<td>● Continue to observe cooperating teacher and assist with daily routines &lt;br&gt; ● Work with small groups or individual students who require remediation and/or enrichment &lt;br&gt; ● Study cooperating teacher’s unit plans and daily lesson plans &lt;br&gt; ● Teach mini-lessons followed by critiques from cooperating teacher &lt;br&gt; ● Prepare lesson plans for upcoming observations &lt;br&gt; ● <strong>Complete Task 1 of edTPA portfolio</strong> &lt;br&gt; ● First CP2 observation by supervisor</td>
</tr>
<tr>
<td>February</td>
<td>● Accept a few responsibilities related to instructional activities and progress to teaching 1-2 classes/subject areas &lt;br&gt; ● Participate in regular conferences with cooperating teacher and supervisor concerning understanding of teaching techniques, classroom management, content knowledge, etc. &lt;br&gt; ● <strong>Complete Task 2 of edTPA portfolio</strong> &lt;br&gt; ● Second and third CP2 observations by supervisor and first formal CP2 observation by cooperating teacher &lt;br&gt; ● Supervisor and cooperating teacher complete formative/midpoint evaluation and hold a conference</td>
</tr>
<tr>
<td>March</td>
<td>● Accept many responsibilities related to instructional activities and progress to teaching 2-3 classes/subject areas &lt;br&gt; ● Participate in regular conferences with cooperating teacher and supervisor concerning understanding of teaching techniques, classroom management, content knowledge, etc. &lt;br&gt; ● <strong>Complete Task 3 of edTPA portfolio</strong> and submit &lt;br&gt; ● Fourth and fifth CP2 observations by supervisor and first formal CP2 observation by cooperating teacher if not already completed</td>
</tr>
<tr>
<td>April</td>
<td>● Accept most responsibilities related to instructional activities and progress to teaching 3-4 classes/subject areas &lt;br&gt; ● Participate in regular conferences with cooperating teacher and supervisor on performance, progress, and implementation of feedback &lt;br&gt; ● <strong>Sixth CP2 observation by supervisor</strong> &lt;br&gt; ● Gradually start returning responsibilities back to the cooperating teacher &lt;br&gt; ● During final two weeks, observe other classes and teachers as possible and return all school materials &lt;br&gt; ● Supervisor and cooperating teacher complete summative/final evaluation and hold a conference &lt;br&gt; ● <strong>Complete edTPA resubmission, if necessary</strong></td>
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</tbody>
</table>
Remote Teaching Activities for Clinical Interns

- Provide live/synchronous **1:1 tutoring/remedial support** for struggling students
- Provide live/synchronous **small group instruction/remedial support** for struggling students
- Facilitate live/synchronous and/or asynchronous **guided reading sessions**
- Serve as a live/synchronous and/or asynchronous **reading buddy**
- Facilitate live/synchronous and/or asynchronous **enrichment sessions or virtual "learning stations"**
- Facilitate live/synchronous and/or asynchronous **mindfulness/SEL activities**
- **Research and identify potential video-based resources, apps, software**, etc. to support remote teaching and learning
- **Create instructional resources** - i.e., study guides, learning resource lists/portals, WebQuests, etc.
- **Create digital learning experiences/activities** through Google Classroom/Apps and other free, online technology tools
- Assist in the **co-delivery of remote instruction** (to the extent that the district permits)
- Support the **facilitation and oversight of threaded discussions**
- Create **screencasts** to support asynchronous "anytime" instructional support
- Develop and support the delivery of **online assessments**
- Support **data entry, organization and reporting**
- Support **home-school communication** (i.e., message boards, chats, etc.)
- Assist students in creating and delivering synchronous or asynchronous **presentations/displays**
What is the edTPA?

- **Performance-based** assessment created by SCALE
- Nationally available
- Research- and standards-based
- **External measure of candidate performance and teacher quality**
- Evaluates teacher candidates’ abilities to effectively **plan, instruct, and assess student learning**
- Candidates must submit: lesson plans, videos of teaching, teaching artifacts, student work samples, narrative explanations, rationales, and reflections
Supporting the Intern Throughout the edTPA Process

- Cooperating teachers must inform interns of **curriculum pacing** so learning segment can be planned accordingly.

- Cooperating teachers may assist with the approval, distribution, and collection of parent/guardian **video permission form**.

- Cooperating teachers may assist with **filming**.

- Clinical supervisors and cooperating teachers may provide **general feedback and support** as normal.
Supporting the Intern Throughout the edTPA Process

Acceptable Supports
Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

- Discuss edTPA® tasks and scoring rubrics
- Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)
- Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment
- Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Ask probing questions about candidates’ draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts
- Arrange technical assistance for the video portion of the assessment

Unacceptable Supports
Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

- Don’t edit a candidate’s official materials prior to submission
- Don’t instruct candidates on which video clips to select for submission
- Don’t offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring
- Don’t upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites
edTPA Student Support Sessions

**Clinical Practice I - Fall 2020 (Virtual)**
- Friday, October 9
  - **Secondary**: 10AM-12PM
  - **Elementary**: 1:30-3:30PM
- Friday, October 23
  - **Elementary Only**: 10AM-12PM
- Friday, November 6
  - **Secondary**: 10AM-12PM
  - **Elementary**: 1:30-3:30PM
- Friday, November 20
  - **Secondary**: 10AM-12PM
  - **Elementary**: 1:30-3:30PM

**Clinical Practice II - Spring 2021**
- January – Rubric Deep-Dive
  - Date/time TBA
- February – Writing Day
  - Date/time TBA
- March – Submission
  - **If virtual**: Monday, March 15 – Friday, March 19
  - **If in-person**: Monday, March 22
Questions?
Contact Information

Dr. Brian Chinni, Assistant Dean of Teacher Education
All questions/concerns related to Clinical Practice
(201) 684-7613 / bchinni@ramapo.edu

Ms. Jessica Drukker, Teacher Education Program Assistant
All questions/concerns related to your supervisory assignments
(201) 684-7050 / jdrukker@ramapo.edu

Ms. Joanne Caselli, Certification Officer
All questions/concerns related to your contract
(201) 684-7626 / jcaselli@ramapo.edu

Mrs. Ashley Restaino, Accreditation & Assessment Coordinator
All questions/concerns related to observations/evaluations, Taskstream and edTPA
(201) 684-7319 / arestai2@ramapo.edu
Spring 2020 Data Deep-Dive
Teacher Education Exit Survey
Spring 2020

Data summary for analysis and feedback
Teacher Education Exit Survey (Spring 2020)

N = 46/56 (82% response rate; SP19: 74%)
- Rating scale: 1-4
  - Questions 1-81: 4 = Strongly agree; 3 = Agree; 2 = Neutral; 1 = Disagree
  - Questions 82-98: 4 = Very well; 3 = Well; 2 = Adequately; 1 = Inadequately
  - Question 99-100: 4 = Very likely; 3 = Likely; 2 = Neutral; 1 = Unlikely

Means: 3.36-3.86 (SP19: 3.02-3.73)
- Quality of Advisement: 3.64 (SP19: 3.63)
- Quality of Education Coursework: 3.36 (SP19: 3.02)
- Quality of Clinical Experiences: 3.81 (SP19: 3.50)
- Quality of Clinical Practice: 3.86 (SP19: 3.70)
- Experience with Cooperating Teacher: 3.69 (SP19: 3.71)
- Experience with Clinical Supervisor: 3.75 (SP19: 3.73)
- Quality of edTPA Support: 3.67 (SP19: 3.40)
- Preparedness in alignment to Professional Standards: 3.71 (SP19: 3.42)
- Preparedness in alignment to CAEP Standards: 3.47 (SP19: 3.23)
- Likelihood of Recommending Ramapo’s TE Program: 3.59 (SP19: 3.16)
Teacher Education Exit Survey (Spring 2020)

**Indicators with Highest Ratings:** (3.93-3.96/4.00; Strongly Agree)

- **Indicator 4.2:** My Clinical Practice setting, such as school location, grade level(s) and cooperating teacher(s), was clearly communicated. (3.93)

- **Indicator 4.3:** Clinical Practice expectations, such as policies, procedures, start/end dates, attendance and responsibilities, were clearly explained. (3.93)

- **Indicator 4.6:** Clinical Practice increased my confidence in my ability to deliver a lesson. (3.93)

- **Indicator 4.7:** Clinical Practice increased my confidence in my ability to assess the effectiveness of a lesson. (3.93)

- **Indicator 4.8:** Clinical Practice increased my confidence in my ability to reflect upon a lesson. (3.96)

- **Indicator 6.13:** As a coach, my clinical supervisor engaged in ongoing, open communication with me. (3.93)
Teacher Education Exit Survey (Spring 2020)

Indicators with Lowest Ratings: (3.09-2=3.22/4.00; Agree)

- **Indicator 2.3**: Education courses taken throughout the program increased my confidence in my ability to deliver a lesson. (3.20)

- **Indicator 2.4**: Education courses taken throughout the program increased my confidence in my ability to assess the effectiveness of a lesson. (3.22)

- **Indicator 7.2**: My Education coursework prepared me to be successful on the edTPA. (3.09)

Actions Already Taken Based on Data:
  - Curriculum mapping (standards alignment, spiraling, gaps)

Additional Recommendations to Address Areas for Improvement?
Cooperating Teacher Survey
Spring 2020

Data summary for analysis and feedback
Cooperating Teacher Survey (Spring 2020)

N = 47/64 (73% response rate; SP19: 74%)

- Rating scale: 1-4
  - Questions 1-21: 4 = Strongly agree; 3 = Agree; 2 = Neutral; 1 = Disagree
  - Question 24: 4 = Very likely; 3 = Likely; 2 = Neutral; 1 = Unlikely

Means: 3.45-3.79 (SP19: 3.23-3.59)

- Quality of Training/Support: 3.71 (SP19: 3.52)
- Experience with Supervisor as a Model: 3.79 (SP19: 3.59)
- Experience with Supervisor as a Mentor: 3.74 (SP19: 3.38)
- Experience with Supervisor as a Coach: 3.69 (SP19: 3.23)
- Experience with Supervisor as an Evaluator: 3.73 (SP19: 3.39)
- Likelihood of Mentoring Another Ramapo Teacher Candidate: 3.45 (SP19: 3.42)
Cooperating Teacher Survey (Spring 2020)

Indicators with Highest Ratings: (3.81-3.85/4.00; Strongly Agree)
- **Indicator 2.4**: As a model, the clinical supervisor displayed a positive attitude in working with me. (3.85; SP19: 3.74)
- **Indicator 2.5**: As a model, the clinical supervisor was reliable. (3.81)
- **Indicator 2.7**: As a mentor, the clinical supervisor accepted the intern as a professional colleague. (3.82)
- **Indicator 2.15**: As an evaluator, the clinical supervisor completed and submitted a midpoint evaluation and held a corresponding conference. (3.82)

Indicators with “Lowest” Ratings: (3.60-3.69/4.00; Strongly Agree/Agree)
- **Indicator 2.8**: As a mentor, the clinical supervisor assisted the intern in preparing for full teaching responsibilities during Clinical Practice II. (3.63; SP19: 3.23)
- **Indicator 2.11**: As a coach, the clinical supervisor assisted the intern with setting goals and monitoring progress. (3.69)
- **Indicator 2.12**: As a coach, the clinical supervisor engaged in ongoing, open communication with the clinical intern. (3.68)
- **Indicator 2.17**: As an evaluator, the clinical supervisor discussed the intern’s performance with me on an ongoing basis. (3.60; SP19: 3.32)

Actions Already Taken Based on Data:
- Creation of Clinical Practice Checklists for all parties so roles, responsibilities, and expectations are clear

Additional Recommendations to Address Areas for Improvement?
Clinical Supervisor Survey
Spring 2020

Data summary for analysis and feedback
Clinical Supervisor Survey (Spring 2020)

N = 16/26 (62% response rate; SP19: 67%)
- Rating scale: 1-4
  - Questions 1-24: 4 = Strongly agree; 3 = Agree; 2 = Neutral; 1 = Disagree

Means: 3.77-3.86 (SP19: 3.65-3.86)
- Quality of Training/Support: 3.86 (SP19: 3.86)
- Experience with Cooperating Teacher as a Model: 3.84 (SP19: 3.80)
- Experience with Cooperating Teacher as a Mentor: 3.80 (SP19: 3.67)
- Experience with Cooperating Teacher as a Coach: 3.77 (SP19: 3.65)
- Experience with Cooperating Teacher as an Evaluator: 3.78 (SP19: 3.66)
Clinical Supervisor Survey (Spring 2020)

Indicators with Highest Ratings: (3.94/4.00; Strongly Agree)
- **Indicator 1.1:** Clinical Practice expectations, policies, and procedures were clearly explained during in-person Clinical Practice Orientations and "start of semester" email communications/attached resources. (3.94; SP19: 3.86)
- **Indicator 1.3:** Faculty and staff involved in supporting clinical interns, cooperating teachers, and clinical supervisors were responsive and helpful. (3.94; SP19: 4.00)
- **Indicator 2.4:** As models, the cooperating teachers displayed positive attitudes in working with me. (3.94; SP19: 3.93)
- **Indicator 2.5:** As mentors, the cooperating teachers inducted the interns into classroom procedures as thoroughly as possible. (3.94)
- **Indicator 2.8:** As mentors, the cooperating teachers collaborated well and was available for conferences with me. (3.94)

Indicators with “Lowest” Ratings: (3.69/4.00; Strongly Agree/Agree)
- **Indicator 2.6:** As mentors, the cooperating teachers accepted the interns as professional colleagues. (3.69)
- **Indicator 2.9:** As mentors, the cooperating teachers were supportive of the interns throughout year-long Clinical Practice. (3.69)
- **Indicator 2.12:** As coaches, the cooperating teachers assisted the interns with setting goals and monitoring progress. (3.69)
- **Indicator 2.17:** As evaluators, the cooperating teachers conducted post-observation conferences after each formal observation. (3.69; SP19: 3.57)

Actions Already Taken Based on Data:
- Creation of Clinical Practice Checklists for all parties so roles, responsibilities, and expectations are clear
- Creation of online clinical practice training videos so those who cannot make orientation/training can complete training remotely

Additional Recommendations to Address Areas for Improvement?
Final Clinical Competency Inventory
Spring 2020

Data summary for analysis and feedback
Final Clinical Competency Inventory (Spring 2020)

**N = 57** (SP19: N = 42)

- Rating scale: 1-4
  - 1 - Emergent
  - 2 - Novice
  - 3 - Proficient
  - 4 - Advanced Proficient

**Overall Scores:**

- **Elementary N = 30** (SP19 N = 23)
  - Combined: 3.68 (SP19: 3.55)
  - Supervisor: 3.69 (SP19: 3.62)
  - Cooperating Teacher: 3.67 (SP19: 3.48)

- **Secondary N = 27** (SP19 N = 19)
  - Combined: 3.51 (SP19: 3.51)
  - Supervisor: 3.49 (SP19: 3.54)
  - Cooperating Teacher: 3.54 (SP19: 3.48)
Indicators with Highest Ratings: (Supervisor & Cooperating Teacher Scores Combined)

- **3.1** - The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication. (3.86; SP19: 3.74)
- **11.1** - The clinical intern fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner. (3.80; SP19: 3.93)
- **11.2** - The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers and learners). (3.80; SP19: 3.85)

Indicators with Lowest Ratings: (Supervisor & Cooperating Teacher Scores Combined)

- **2.2** - The clinical intern incorporates multicultural content and perspectives into the lesson. (3.41; SP19: 3.34)
- **2.3** - The clinical intern designs and/or implements strategies to support learners whose first language is not English. (3.39; SP19: 3.29)
- **5.6** - Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas. (3.42; SP19: 3.28)
Final CCI: Inter-rater Reliability (Spring 2020)

- Agreement between clinical supervisors and cooperating teachers on overall final scores:
  - 63% exact agreement (SP19: 61%)
  - 100% near agreement (SP19: 98%)

- Agreement between clinical supervisors and cooperating teachers by indicator (avg. across all 34 indicators):
  - 63% exact agreement (SP19: 61%)
  - 100% near agreement (SP19: 99%)

- Indicators with Strongest Agreement:
  - 3.1 - The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication. Exact: 75% (SP19: 81%); Near: 100% (SP19: 100%)
  - 7.2 - The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available. Exact: 75%; Near: 98%
  - 8.2 - The clinical intern varies their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant). Exact: 74%; Near: 100%

- Indicators with Weakest Agreement:
  - 3.2 - The clinical intern uses effective classroom management techniques. Exact: 44%; Near: 100%
  - 6.1 - The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives. Exact: 54%; Near: 98%

Actions Already Taken Based on Data:
- Focus on/provide specific examples of evidence for indicators 2.2, 2.3, and 5.6 during training and within the online observation/evaluation training video
- Provide interns with the opportunity to observe other classrooms, specifically those with ELLs and teachers who support students whose first language isn’t English

Additional Recommendations to Address Areas for Improvement?
Questions?
Mrs. Ashley Restaino
Program Accreditation & Assessment Coordinator
(201) 684-7319
arestai2@ramapo.edu
Clinical Practice
Observation and Evaluation
Instruments
Observation and Conference Report (O&C)

- Valid performance-based, formative assessment instrument used to provide feedback to teacher candidates on observed lessons
- Aligned to 2011 InTASC standards and 2014 NJPST
- Developed by the NJ Teacher Assessment Consortium (NJTAC)
- Both clinical supervisors and cooperating teachers will document evidence of teacher candidates’ performance on individual lessons and provide actionable feedback over the course of Clinical Practice using the O&C

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<th>O&amp;C Administrations &amp; Conferences</th>
<th>Clinical Practice I</th>
<th>Clinical Practice II</th>
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<tbody>
<tr>
<td>Clinical Supervisor</td>
<td>3 2</td>
<td>6</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>1</td>
<td>2 1</td>
</tr>
</tbody>
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Clinical Competency Inventory (CCI)

- Valid performance-based, formative (midpoint) and summative (final) assessment instrument used to provide feedback to teacher candidates on overall performance
- Also aligned to InTASC and NJPST and developed by NJTAC
- Both clinical supervisors and cooperating teachers will evaluate teacher candidates’ overall performance and provide feedback at the midpoint and end of Clinical Practice II using the CCI
- The clinical intern will also self-evaluate their teaching competencies at the start and end of the year-long internship (pre- and post-assessment)

<table>
<thead>
<tr>
<th>CCI Administrations &amp; Conferences</th>
<th>Clinical Practice I</th>
<th>Clinical Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Supervisor</td>
<td>0</td>
<td>2 (midpoint &amp; final)</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>0</td>
<td>2 (midpoint &amp; final)</td>
</tr>
<tr>
<td>Clinical Intern</td>
<td>1 (pre-assess.)</td>
<td>1 (post-assess.)</td>
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<tr>
<td>InTASC 2011</td>
<td>NJPST 2014</td>
<td>O&amp;C and CCI</td>
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<tr>
<td>1- Learner Development</td>
<td>1- Learner Development</td>
<td>1- Learner Development</td>
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<tr>
<td>2- Learning Differences</td>
<td>2- Learning Differences</td>
<td>2- Learning Differences</td>
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<tr>
<td>3- Learning Environments</td>
<td>3- Learning Environments</td>
<td>3- Learning Environments</td>
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<tr>
<td>4- Content Knowledge</td>
<td>4- Content Knowledge</td>
<td>4- Content Knowledge</td>
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<tr>
<td>5- Application of Content</td>
<td>5- Application of Content</td>
<td>5- Application of Content</td>
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<tr>
<td>6- Assessment</td>
<td>6- Assessment</td>
<td>6- Assessment</td>
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<tr>
<td>7- Planning for Instruction</td>
<td>7- Planning for Instruction</td>
<td>7- Planning for Instruction</td>
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<tr>
<td>8- Instructional Strategies</td>
<td>8- Instructional Strategies</td>
<td>8- Instructional Strategies</td>
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<tr>
<td>9- Professional Learning &amp; Ethical Practice</td>
<td>9- Professional Learning &amp; Ethical Practice</td>
<td>9- Professional Learning &amp; Ethical Practice</td>
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<td></td>
<td>11- Ethical Practice</td>
<td>11- Professional Responsibility</td>
</tr>
</tbody>
</table>
O&C and CCI Scores and Ratings

- For the formative/midpoint CCI evaluation, the required benchmark for a clinical intern to proceed with the second half 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.

Not Observed: you may indicate “N/O” if you did not observe a specific indicator; obtain additional evidence from the intern to demonstrate this competency (should be used sparingly and cannot be used on final CCI)

Emergent: the intern exhibits difficulty (0 - 1.4 points)
- Demonstrates few skills and behaviors required for competency
- If earned on the midpoint CCI, file a Student Referral Form and/or contact the Assistant Dean of Teacher Education

Novice: the intern exhibits limited competence; needs assistance (1.5 - 2.74 points)
- Demonstrates some skills and behaviors and/or evidence required for the competencies

Proficient: the intern exhibits basic competence (2.75 - 3.4 points)
- Consistently demonstrates most skills and behaviors and/or evidence required for the competencies

Advanced Proficient: the intern exhibits exemplary practice (3.5 - 4.0 points)
- Consistently demonstrates mastery of all skills and behaviors and/or evidence required for each competency
Student Referral Form

- Any academic and non-academic concerns
- Must be filed if a teacher candidate does not meet the expected level of performance on the midpoint (2.5) and/or final (3.0) CCI evaluations

https://tinyurl.com/yyrbhpf9
Observation & Conference Reports:
- Clinical supervisors and cooperating teachers must observe the intern throughout Clinical Practice according to the schedule provided, discuss evidence from the observations with the intern, then complete the aligned O&C through Taskstream
- Confer with the intern and provide them with clear, actionable feedback; joint conferences are encouraged, when possible
  - Strengths
  - Areas for Improvement
  - Recommendations (instructional strategies, resources, goals with timelines, next steps)

Clinical Competency Inventories: (Midpoint and Final)
- Clinical supervisors and cooperating teachers should discuss the intern's overall performance, to date, then complete the CCI independently through Taskstream
  - Mid-/Late February: Formative/midpoint CCI evaluation
  - Late April/early May: Summative/final CCI evaluation
- It’s okay if supervisors and cooperating teachers don’t agree on each rating assigned!
- Confer with the candidate to explain ratings and feedback; joint conferences are encouraged
Submission of Completed O&Cs and CCIs

- Clinical interns, clinical supervisors, and cooperating teachers are to use **Taskstream** by Watermark to submit all Observation & Conference Reports and Clinical Competency Inventories.

- **Virtual demonstrations** and **user guides** will be provided at the end of each respective orientation:
  - **Clinical Interns**: Tuesday, August 25 (Elementary) and Wednesday, August 26 (Secondary), 10AM-12PM
  - **Clinical Supervisors**: Thursday, August 27, 10AM-1PM
  - **Cooperating Teachers**: Wednesday, September 9, 4-6PM
Please watch the following “Clinical Practice Observation and Evaluation Instruments” training video and complete the embedded quiz prior to completing calibration training:

https://ramapo.techsmithrelay.com/yMnq

To allow for greater flexibility during these challenging times, the following procedural changes have been made for the 2020-2021 academic year:

1. Only two (2) supervisor observations are required during CP1, not three
2. Only one (1) cooperating teacher observation is required during CP2, not two
3. Co-observations are not required
Calibration Training: To be completed by Sep. 30, 2020

- After you have watched the Clinical Practice Observation and Evaluation Instrument training video and completed the embedded quiz, you will practice using the Observation & Conference Report by:
  - Watching a video of an authentic lesson through ATLAS
    - Go to: https://atlas.nbpts.org/login
    - Log in using the following information:
      - Username: bchinni@ramapo.edu
      - Password: bcsc062792
    - Click on “My Dashboard” on the top right of the homepage
    - Click on “Manage My Saved Cases”
    - Select the video titled, “Analyzing Data to Determine Investigation Results - Case 243”
    - Read the “Instructional Context” and “Planning” sections provided below the video, then watch the video in its entirety
  - Taking notes on the observed lesson
  - Issuing a score for O&C indicators 1-8 using the following Google Form: https://forms.gle/ZMTZN83rqQtCre6NA
  - If any of your indicator scores fall outside the one-point range (based on cohort mean), the Accreditation & Assessment Coordinator will contact you to discuss acceptable evidence for meeting that indicator’s criteria.
Questions?
Contact Information

Mrs. Ashley Restaino
Program Accreditation & Assessment Coordinator
(201) 684-7319
arestai2@ramapo.edu
Thank you for giving back to the profession by dedicating your time to growing and developing the next generation of educators!